

# School Activities



GRAND AWARD

ACTIVITY TICKET

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JANUARY 1943



Victory Corps Program, Thomas Jefferson High School, Counell Bluffs, Iowa



Art Club at Work, Hand Junior High School, Columbia, South Carolina

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LEO J. ALILUNAS, *social studies teacher*

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# School Activities

HARRY C. MCKOWN, *Editor*

C. R. VAN NICE, *Managing Editor*

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VOLUME XIV, No. 5

JANUARY, 1943

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# As the Editor Sees It

A while back on this page we made a congratulatory note to the effect that we had never in any student council election campaign heard a single candidate "smear" his opponent, a practice that is common in adult political campaigns. Here's another we can add.

In a certain great body recently, a small group of men "filibustered" for seven days, not only robbing the country of the actual cash expense of this entire organization for the week, but also preventing attention from being directed to important problems that concern every one of us. BUT, we have never yet seen or heard of such a filibuster in any high school or college student council. Congratulations again, counselors!

Perhaps you read Hymen Alpern's, "Brotherhood Week in the New York City High Schools," in the June, 1942, *School Review*. In your own school you could develop a similar program and emphasis. And it would be immensely worth-while and timely in these days when racial prejudice is being so systematically developed by certain "Aryans" who themselves represent laughably ludicrous examples of such purity.

There's one type of material we don't like to see in high school papers—an imitation of the commercial newspaper's "Gossip Column." Such a column in a school paper, no matter how well it begins, always degenerates into an unhealthy waste of space about "love affairs," "rumors," and other cheap drivel. A "Personal Column" is perfectly justifiable—as long as it presents news; a gossip column, under whatever name, by and for silly brains, is out of place in a dignified and profitable school publication.

The Bilbo-Capper Bill which would make "dry areas within reasonable distance of military camps and industrial war centers"—and this would include most of the country—has booze worried. Hence the avalanche of articles, "scientific investigations," attractively presented—even "patriotic"—advertisements, and other publicity. Why pay out the millions for this propaganda? You guess, it's easy.

Here is a most excellent and timely

home room topic, one for serious study, thought, and discussion. Competent unbiased authority is essential, and local nurses, physicians, and social workers represent it; paid writers, lily-whites, and crack-pots don't.

A complete calendar reflecting the dates of important events, births, discoveries, inventions, anniversaries, natural phenomena, ect., is absolutely essential to the school's assembly, club, and home room program committees' work.

Said the Chairman of the New York Boxing Commission (December 2, 1942), "Under the circumstances (drafting of 18- and 19-year-old boys) our talent soon will be so depleted that boxing clubs in the state may be forced to close for lack of worth-while matches. Accordingly, I shall recommend immediate legislation to lower the age limit to 16 years."

We can't allow these boxing clubs to close for lack of talent, no sir-ee. Dear old boxing clubs!

As has been pointed out in our columns many times, the teacher who is interested, competent, and industrious in extra-curricular activities very often soon becomes overloaded with the responsibilities, while the one who is uninterested, incompetent, or lazy very often "gets by" with a light load of them, or none at all. And as a consequence, both the programs and the students suffer. In "The Extracurriculum and the Teacher's Load," *The Clearing House* for November, Principal Philip L. Garland of the Attleboro, Massachusetts, High School, describes how he went about developing a plan that was fair to all teachers. You'll want to read this article.

Recently, the New York police distributed the works of some 3,000 pinball machines which had been confiscated in raids—clocks, transformers, bulbs, wires, relays, etc.—to schools and colleges for use in science classes and laboratories. Something for you to think about if, as, and when, in your community.

1943, learned to write it yet? How the years do slip around!

# A Calendar of Special Weeks and Days for 1943

**T**HIS calendar of special weeks and days for 1943 is being offered as a service to schools that may want to observe some of them. Often these are occasions which are appropriate for developing activities in connection with homeroom, assembly, club, and other groups. The list of events and the dates when they are observed may be valuable for reference during the year.

Events which are generally observed by a large number of schools have been included in the calendar. Special days and weeks have become so numerous that there is not enough time in the year for all of them. A complete list of all those promoted each year by some organization would have considerable duplication and overlapping. Obviously many of the special dates would not be appropriate for schools to observe, even if it were possible for them to do so. An attempt has been made to select the occasions for this calendar which are most likely to be of interest in connection with the program of extra-curricular activities.

The dates may be found helpful in planning the calendar of local events which schools want to observe. The school newspaper might make use of the special days and weeks as a source of information of interest to readers. As literature, posters, suggested programs, and the like, may be secured in many instances by writing to the sponsors, the names and addresses of sponsors are given.

A list of special days and weeks which schools are sometimes requested to observe was published in the March, 1939, number of *The Clearing House*. An editorial note which accompanied the list is significant and is quoted here in part: "Some of these events were originated and are conducted by non-commercial organizations with the most altruistic of motives. Mother's Day is an example—but there the florists and candy manufacturers moved in heavily. Other events, such as National Apple Week, are frankly commercial. (There used to be, and may still be, a National Egg Day!) But a few of these events are suspected of being sponsored by reputable organizations which were innocently led into "fronting" for commercial interests that originated the idea. National Mother-in-Law Day (not listed here) is humorously synthetic."

In selecting the occasions to include in this calendar, two lists of special days and weeks observed generally by schools throughout the country were used as reference. One of the lists was compiled by the United States Office of Education and the other by the Research Division of the National Education Association. The dates given are as accurate as they could be made at the time the calendar was prepared. They have been verified as far as possible by

**C. C. HARVEY**

*Principal, Rock River High School  
Rock River, Wyoming*

correspondence with the sponsoring organization and by comparison with dates given in the *World Almanac*. Inclusion of an event in this calendar should not be interpreted by readers to mean that *School Activities* urges its observance by schools or endorses it in any way. Schools should make it a policy to know what an event stands for before planning to observe it.

## CALENDAR

**January 1, New Year's Day.** Legal holiday in all states, territories, and possessions of the United States.

**January 17-23, National Thrift Week.** Young Men's Christian Association, 347 Madison Ave., New York, New York. Always begins with Benjamin Franklin's birthday, January 17.

**January 25, Child Labor Day.** National Child Labor Committee, 419 Fourth Avenue, New York, New York. Observed January 23 in synagogues, January 24 in churches, and January 25 in schools.

**February 1-7, National Drama Week.** Drama League of America, 127 W. 43rd Street, New York, New York.

**February 6-12, Boy Scout Week.** Boy Scouts of America, 2 Park Avenue, New York, New York. Usually observed during week including eight and twelfth of February. Held to celebrate founding of Boy Scouts of America, 1910.

**February 12, Lincoln's Birthday.** Legal holiday in thirty-four states, the territories, and possessions.

**February 12-22, Americanism Week.** Sponsored by United States Junior Chamber of Commerce, Chicago, Illinois.

**February 12-22, National Defense Week.** Reserve Officers' Association of the United States, 1653 Pennsylvania Avenue, N.W., Washington, D.C.

**February 14, St. Valentine's Day.** Always observed on this date.

**February 15, Susan B. Anthony Day.** Observed in recognition of equal rights for women.

**February 20-26, Better Speech Week.** National Council of Teachers of English, 211 W. 68 Street, Chicago, Illinois.

**February 22, Washington's Birthday.** Legal holiday in all states, territories, and possessions.

**March 1-31, Red Cross Month.** Sponsored by American Red Cross, Washington, D.C.

**March 12, Girl Scout Birthday.** Girl Scouts, Inc., 14 West 49th Street, New York, New York. The week including March 12 is sometimes observed as "Girl Scout Anniversary Week."

**March 17, St. Patrick's Day.** Always observed

on this date.

**April 1-17, Conservation Week.** National Life Conservation Society, 2239 Tiebout Avenue, New York, New York.

**April 6, Army Day.** Military Order of World War, 1700 Eye Street, N. W., Washington, D. C.

**April 11, Humane Sunday.** American Humane Association, 80 Howard Street, Albany, New York. Part of "Be Kind to Animals Week," April 11-18.

**April 14, Pan American Day.** Pan American Union, 17th between Constitution Avenue and C Street, N. W., Washington, D. C. Always observed on this date to commemorate the bonds of friendship uniting the 21 Republics of the Western Hemisphere.

**April 18-24, National Garden Week.** General Federation of Women's Clubs, 1734 N Street, N. W., Washington, D. C. Always observed the third week in April.

**April 23, Good Friday.** Legal holiday in a number of states. Always observed the Friday before Easter. Commemorates the day of the crucifixion.

**April 24-May 1, National Boys and Girls Week.** National Boys and Girls Week Committee, 35 Wacker Drive, Chicago, Illinois.

**May 1, May Day or Child Health Day.** Children's Bureau, U. S. Department of Labor, Washington, D. C. Always observed on this date.

**May 2-9, National and Inter-American Music Week.** National Bureau for the Advancement of Music, 30 Rockefeller Plaza, New York, New York.

**May 4, Horace Mann's Birthday.** National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Observed in honor of the father of the American free public school.

**May 12, National Hospital Day.** American Hospital Association, 18 East Division Street, Chicago, Illinois. Always observed on this date, the anniversary of the birth of Florence Nightingale.

**May 16, "I Am an American Day," or Citizenship Recognition Day.** The third Sunday in May has been set aside by Congressional resolution "as a public occasion for the recognition of all who, by coming of age or naturalization, have attained the status of citizenship." Material for use in observance may be secured from several civic and fraternal organizations or from the Committee on Induction into Citizenship of the NEA, Washington, D. C.

**May 18, Good Will Day.** Federal Council of Churches of Christ in America, 105 East 22nd Street, New York, New York.

**May 22, National Maritime Day.** Always observed on this date. Proclaimed in 1935 in commemoration of the departure of the Savannah from Savannah, Georgia, May 22, 1819, on the first trans-Atlantic voyage under steam propulsion.

**May 23-29, "Buddy" Poppy Week.** Veterans of Foreign Wars of the United States, Broadway at 34th Street, Kansas City, Missouri. Usually held the week ending with Saturday before Memorial Day or Decoration Day, May 30, which

is a legal holiday in most states.

**May 23-30, Poetry Week.** National Poetry Center, Rockefeller Center, New York, New York. Always celebrated the fourth week in May from Sunday to Sunday.

**June 13, Children's Day.** Board of Domestic Missions, 25 East 22nd Street, New York, New York. Observed in all churches, second Sunday in June.

**June 14, Flag Day.** Stars and Stripes adopted by Continental Congress, June 14, 1777.

**July 4, Independence Day.** Legal holiday in all states, territories, and possessions.

**September 6, Labor Day.** Legal holiday in all states and territories, except the Philippines. Always falls on the first Monday in September.

**September 17, Constitution Day.** Constitution of the United States adopted September 17, 1787.

**September 24, American Indian Day.** Indian Council Fire, 108 N. Dearborn Street, Chicago, Illinois. The fourth Friday in September is the date observed in most states; some states observe it by proclamation.

**September 26-October 2, Religious Education Week.** International Council of Religious Education, 203 North Wabash Avenue, Chicago, Ill.

**October 3, 4, Loyalty Days.** Golden Rule Foundation, 60 East 42nd Street, New York, New York.

**October 4-10, Fire Prevention Week.** U. S. Office of Civilian Defense, Washington, D. C. Also National Fire Protection Association, 60 Batterymarch Street, Boston, Massachusetts, and National Board of Fire Underwriters, 85 John Street, New York, New York. Always held during the week which includes October 9, anniversary of the Chicago fire.

**October 5-26, Community Mobilization for Human Need.** Community Chests and Councils, Inc., 155 East 44th Street, New York, New York.

**October 12, Columbus Day.** Discovery of America, October 12, 1492. Legal holiday in majority of states, territories, and possessions.

**October 26-November 1, Better Parenthood Week.** Better Parenthood Week Committee, 9 East 40th Street, New York, New York.

**October 27, Navy Day.** Navy League of the United States, Mills Building, Washington, D. C. Always observed on this date, which is the anniversary of the birth of Theodore Roosevelt.

**October 31, Hallowe'en.** Always observed on this date.

**November 1, National Author's Day.** General Federation of Women's Clubs, 1734 N Street, N. W., Washington, D. C. Always observed on this date.

**November 1-7, American Art Week.** American Artists Professional League, Carnegie Hall, New York, New York. Always observed from the first through the seventh.

**November 11, World Government Day.** National Peace Conference, 8 West 40th Street, New York, New York. Held on Armistice Day of each year.

**November 8-14, American Education Week.** National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Always observed on this date.

(Continued on page 178)

# Amateur Astronomers in Action

SOMETIMES dreams come true. Our Alpha Astronomers (an extra-curricular club) dreamed of a time when they could have a telescope. Others had made one. Surely one could be made for them. Now it is a reality, and mounted on a small truck to facilitate moving from storage to out-of-doors. It stands in all its beauty, the project, once a dream—now a reality. It is a nine-inch Newtonian equatorially mounted telescope.

Financing this telescope was a problem. General Motors contributed scrap metal; a local steel company, cold rolled steel; a motor was given by a manufacturing concern in a near-by town, and a local optical company made donations.

The construction would have been impossible without two expert machinists from the motor industry who generously devoted their time in planning and constructing the mounting. A rep-

DOROTHY WERTMAN  
Emerson School  
Flint, Michigan

resentative from Consumers Power Company worked on the optical train. All of the work, with the exception of casting the larger parts, was done with shop equipment in the schools.

The telescope was shipped to New York for the National Convention of the Amateur Astronomers Association at the Museum of Natural History. In spite of the fact that it was damaged in transit, many favorable comments were received there.

The Astronomy Club, which sponsored the project, includes thirty-five students and holds a membership in the American Institute Science and Engineering Clubs. They have divided themselves into groups, each with a leader who is responsible for the activities of that group. Prospects are taken in on probation and not received in full membership until they can fulfill certain requirements, such as being able to name, spell, and point out the constellations. Later, they learn the Greek alphabet for star designations, star groupings, planet positions, zodiacal and astronomical symbols, and give demonstrations sponsored by the group. During the nine years of the club's existence, the members have never failed to have their weekly meeting.

The extent of the knowledge gained by these students has amazed their sponsors and others, and resulted in invitations for demonstrations before community groups. Recently the club presented such programs for the P.T.A., Optimist, Civitan and Rotary clubs, a Boy Scout troop, and a hobby shop sponsored by the producers of the radio Hobby Lobby program.

Each year a field trip is sponsored to the Adler planetarium in Chicago. For the first time this year, the group went to Pittsburgh where a prominent citizen and his family devoted two days to serving as guides to the young amateurs. The



Viewing the Heavens

curator of the Buhl planetarium demonstrated Buhl's great Zeiss instrument, Mr. Daniels, discoverer of the Daniel comet, was a dinner guest and later host to the club at the Allegheny Observatory. Dr. Kewin Burns, inventor of the spectro-heliokine-matograph accompanied the students on a nature hike. Following this, they were invited to the workshop of John Brashear, who started as a poor millwright and became the greatest telescope maker of his day. The club members were amazed at the observatory equipment and facilities but were inspired and emotionally touched by their contact with men of learning and accomplishments who gave of themselves in such an unselfish and friendly manner.

Looking to the future, these young astronomers are dreaming of a day when an observatory will be built on the campus to house the telescope and to include optical and machine shops, lecture and projection rooms, and a museum. The club members would be trained to service the entire observatory and workshops. Thus, one extra-curricular group might serve the school, the community, and surrounding territory.

## Victory Corps Adds Impetus to Guidance Programs

RAY F. MYERS

*Principal, Thomas Jefferson High School  
Council Bluffs, Iowa*

THE Thomas Jefferson High School of Council Bluffs, Iowa, with an enrollment of 1,000 students, not only provides activity for its thirty clubs and societies but gives practice in the ways of Democracy through the School Forum, one representative from each home room; the Girl's Council and Boy's City, the officers of which carry on the duties of the officers of a municipality and are elected by ballot by the student body after a regular campaign of speeches and posters.

The Victory Corps program, therefore, received a warm welcome. After the faculty studied the program and each member chose the particular service in which he or she was interested, the student body was informed of the possibilities of service, both in training and participation.

The students were given a mimeographed outline of the requirements for each service. The general services were open to the entire student body. The special services served as a challenge for the older students. Their applications were then filled out and presented to the faculty-student committee, who passed on the students' qualifications.

The formal introduction of the Victory Corps program consisted of the reproduction of the Betsy Ross contribution. The art department designed the flag. The homemaking department made the flag. In colonial costumes, the com-

mittee of three called upon Betsy Ross to make the new flag.

Mr. H. K. Bennett, state director of the Victory Corps program, state department of education, presented the flag to the school.

Forty charter members were then presented the Victory Corps insignia. Each of the applications for membership had been carefully studied by the student-faculty committee.

In addition to the regular course of studies, we now have many activities of training and participation under way in the school. There are four classes studying first aid, one class in junior nursing, one class in messenger service, one class of senior boys in auxiliary firemen—each meeting twice per week.

Members of clubs and homerooms are salvaging one of the following items: nylon, tin cans, tin and lead foil, burlap, spark plugs, metal buttons, old records, coat hangers, tubes, bottle caps, keys, light bulbs, jar rubbers, metal costume jewelry, zinc jar lids, metal notebook spirals, and other small scrap.

Boy's City put on a special campaign to increase the purchasing of war stamps. They set one thousand dollars, the price of a jeep, for the amount to be sold on November 17, 1942. They invited the Army Transportation Service to send a jeep to the school to demonstrate what it could do. When the day closed, they had sold \$1,371 worth of stamps. They have now set as a goal the price of a tank, \$2,300.

In further preparation for the training program, all boys who had reached the age of 17 years were called together to learn about the pre-induction courses. Some courses are being given this semester, others will be added next semester. After the boys decided what course or courses they wished to enter, they made a personal application before the committee and received approval for the courses best adapted to fit their particular needs. The following courses are offered for pre-induction into the armed services: aeronautics, machine fundamentals, blue print reading, radio, auto mechanics, and a preview of mathematics.

Seventy boys are working overtime to make model airplanes. They find that it requires an average of twenty-five hours to make a plane. They have completed 100 planes since the opening of school last September.

The last service to be mentioned, but by no means the least, is that of the Victory Volunteers, by the girls of the school. Each girl has been assigned a "block" in the school district and serves with an adult lady in the block in carrying on the program of service with the Victory Volunteers. These girls have an opportunity to sit in conference with adult leaders in planning for salvage, transportation, consumer interests, nutrition, recreation, aid for service men, health, welfare and child care, housing, education, war savings, and agriculture.

We set out to oppose tyranny in all its strides, and I hope we shall persevere.—Clark.

# Judge Your School Newspaper

**M**ODERN school newspapers are good, but they should be better. To improve them to serve in time of war now and the peace to follow, students and sponsors alike should learn to judge their own products impersonally and objectively. Aware of their own abilities, newspaper staffs should try to determine how effectively they are informing, influencing, and entertaining their readers.

To be sure, state and national critical services provide an appraisal which merits consideration. Nevertheless, staffs should examine their efforts in terms of local responsibilities and opportunities. Critical scrutiny of the functions, content, techniques, and services involved should enable each staff member to take his job seriously.

First, the school newspaper should be a school news paper. To inform its readers adequately, its staff should know how to recognize, gather, verify, write, edit, and headline the news. It should mirror school life to students and teachers, parents and patrons, presenting significant facts promptly in the most interesting manner possible.

Systematic news coverage requires constant attention to administrative, curricular, and extra-curricular activities. Administrative activities include adult education, attendance and discipline, buildings and grounds, bus routes, cafeterias and dining halls, counselor's and dean's offices, department heads, dormitories, guidance and placement offices, health offices and infirmary, library, monitors or hall guards, office staff, parent-teachers' associations, principal's office, records and research, scholarship reports, students' store or book exchange, superintendent's office, teachers, vice-principal's office, visitors, trustees, war work.

Curricular activities likewise require attention—the regular and wartime projects of each class. Among these, some of the most important are art, commerce, dramatics, English, foreign language, home economics, industrial arts, journalism, mathematics, military training, natural science, physical education, social science, and war courses.

Similarly, extra-curricular activities deserve their share—but not more than their share—of attention. Significant among them are assemblies and chapel, athletics for boys, athletics for girls, classes (seniors, juniors, sophomores, freshmen), clubs, debating, dramatics, group activities for boys, group activities for girls, home or division rooms, music activities, scholarship organizations, social activities, student publications, student government, personal items, and war activities.

What's written about is important, but "it's the way it's written" that gets and holds readers' attention. That's why staff members should avoid the artificial and academic forms of English still emphasized in mossback courses.

LAURENCE R. CAMPBELL  
*Department of Journalism*  
*University of California*  
*Berkeley, California*

Instead they should practice the art of communicating facts and ideas simply and clearly, briefly and interestingly.

School newspapers should influence as well as inform. This they cannot do merely by dull and banal comment on tedious topics. This they can do through varied editorial, critical, and guidance columns and articles written to interest readers. Scant attention will be given by intelligent subscribers to material which scolds, whines, nags, or preaches.

Editorials may deal with many problems in which students are interested and about which they can do something. Topics may be selected from dozens under each of these ten headings: administration, appreciation and commendation, community and school, curriculum, guidance, personal conduct and behavior, general citizenship, school citizenship, special events, and war efforts. Editorials, of course, may be supplemented by letters to the editor, student polls, pro and con discussions, and inquiring reporter columns.

Guidance and personal service articles should help students solve their problems. Major divisions of subject matter are: educational guidance, etiquette, fashions for boys, fashions for girls, health columns, hobby columns, spectator sports, vocational problems, and war problems.

Students are interested in other students' opinions. Hence, reviews of art exhibits, books, movies, dramatics, musical events, records, radio programs, and similar fields are worthwhile. These efforts to evaluate should be simple and sincere, not rehashes of adults' judgments.

School newspapers should entertain as well as inform and influence. Obviously, no self-respecting school newspaper wastes its space by reprinting jokes everyone has read elsewhere. Nor does it tolerate the gossip, scandal, or dirt columns which feature puppy love, suggestive meanings, spiteful observations, or, for that matter, anything which shows poor taste or poor judgment.

Instead there can be much emphasis given to creative writing. Original limericks, light verse, light essays, dialogues, short stories, or even serials may be printed. Timely features may deal with activities, athletics, cafeterias, classrooms, school buildings, seasonal events, students, teachers. Long-range planning will enable editorial staffs to plan for varied and diversified material written with just the right touch to entertain the students as a whole.

To judge the newspaper, an appraisal of busi-

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# Perspective Through Speech

**A**NY DISCUSSION activity, whether forum, conference, or panel, resolves itself down to a proposition or series of propositions. All embody this main characteristic, the common denominator of give and take. All employ in varying degree the dominant features of the forensic technique.

The suggestions which follow have application to several types of discussion activity. Even an ordinary platform speech uses them. Although the audience may be silent, it is mentally considering pros and cons as the speech progresses. They even become the basis of the successful speaker's approach to his audience. He is acutely aware of each mental process and anticipates what will go on there. Conversely, the unsuccessful speaker makes no allowance for another point of view (save his own), and his auditors leave the auditorium impressed perhaps, but woefully unpersuaded.

To clarify the purpose of the forensic process, it is advisable to digress a bit, and consider the student's train of thought when he is under the stress of a contest, or under the impelling atmosphere of an audience. Many a clue to his thought processes is apparent in these diversions. Such analysis is clarified somewhat by dealing with only one forensic activity, debate, and then noting its ramifications in other discussion tendencies. Debate is not wholly representative of all discussion, but it does accentuate the proposition somewhat more sharply, and this makes it more susceptible to analysis. Its method is more apparent, less likely to be veiled by the disturbances common to interrupted conversation. Mental thrusts, in particular, are likely to come into sharper focus.

*The oblique question, implication, channelization*—these devices turn up again and again. Because of their uncertain status in the realm of persuasion, they are not commonly exposed by those who use them as a matter of policy, and sometimes forgotten by those who use more valid techniques of reasoning—possibly because of the indefinable nature of such practices when heard in the rapid course of a given contest. But they do occasionally have a bearing upon the reaction of the listener.

Contest-minded students are at times bewildered when they feel that they have done a thoroughly adequate job in neatly and logically presenting their side of the case. Without attempting here to offer solace to losers of contests, it has been apparent that many times the decision hinges upon a question, implied or expressed, or upon some train of thought which carries the listener off to some attitude unknown to the student speaker. Maybe there's a little daydreaming and mental indolence mixed in too.

But not all of this "side-speculation" is without fruit. Students cannot prove that the moon

EDWARD PALZER

Associate Editor, *Platform News*  
Portland, Maine

is made of green cheese anyway. They cannot solve, in the twinkling of a few minutes, all the known and unknown ailments of mankind, and forthwith offer solutions as if they were experts on social, economic, and political issues—which perhaps have been a cause of sleepless nights for national leaders for some time. Let a perplexed business magnate, or congressman but take time off to attend one of these school affairs, and hear for himself how easily these problems are settled and disposed of once and for all!

Fortunately for the students themselves, if not for the neat little coach-conceived packages of construction and rebuttal (each happily filed for each eventuality), something close to a more flexible technique of debate is developing in the schools. Perhaps this development originated with the Oxford style of debating with which English collegians invaded our campuses a few years ago. The proposition for them was merely a "taking-off-point." After all, they had to depart from something, so why not have a proposition?

Without wishing to recommend this attitude, it can be stated that our students would gain something in flexibility by reading those debates in which English students were participating. Some of the flexibility is beginning slowly to trickle into the secondary schools as well. But there is another incentive for open-mindedness and flexibility: present world conditions will call for more resourcefulness in discussion than normal times would require. Many concepts of economics will receive their first tangible jolt, and with them may be ushered many of the smug pre-war labels so glibly passed around. Just how many of these labels will pass is not even now foreseeable.

## I

Changed conditions and labels may call for a fresh approach as well. Many problems cannot be dealt with directly. The Maginot Line, for example, was broken by a technique of encirclement. Thus an issue is often better clarified by working around it, than by a direct, frontal attack. An *oblique question* may touch upon fact even more effectively than an explicit statement. Some interrogatives have an artificial, studied flavor about them. They fairly smell of the ink. These are usually take-overs from all that has been written and digested on a certain topic.

Paradoxically, original expressions and ideas do not come by inspiration. Or rather, they come by inspiration only after much preliminary research. Then the fortunate turn of words and

solutions comes so clearly that the student will wonder why they haven't occurred before. The habit of note-taking whenever ideas come should not be beneath the dignity of the student. Spontaneous ideas coming in this way are occasionally of greater value than those consciously thought into existence. When transposed to the actual discussion, they become an invitation for the listener to think—as perhaps he has never thought before. And when such a thought catches him unawares, it has a way of becoming a part of him in a manner difficult to dislodge, even by an alert counter-thought. Can this plan be administered? is a common negative thrust. It doesn't prove anything, but it starts the thinking process of the listener to get into circulation. And doing that is no mean achievement in itself.

Let the student paint a fascinating picture of the situation, and the listener will add choice bits from his own visualizing ability. It is a process which gains each moment while the listener is attentive. Can the plan advanced by the affirmative do away with the underlying causes of this problem? How can the plan help those presumably to be aided when they are clearly beyond the scope of it? Which is much the same as saying that there's no use knocking off the rats because there will still be millions of other rodents at large when you're through. Or if the plan involves the regulation of the government, what is to prevent any deficit to be made up via the taxpayer's pocket? It is similar to asking rather naively who shall regulate the government, or, who shall be appointed to wake up the bell-ringer so that he can wake up the rest of the people? A student once asked his opponent to define "status quo." He wanted to know if it was "stagnant" or "progressive." This was only a shade removed from another student's concept of the status quo "in flux." Not elegant nor altogether intelligible perhaps, but an attempt on the part of these students to get away from stereotyped vocabulary and fixed idioms.

Hence the oblique question not only invites the audience to do some thinking, but encourages the discussion itself to take a more flexible twist. This may be a boost in the direction of developing constructive thinkers and speakers rather than the pessimistic kind.

For instance, the next few years will tempt analysts to lay all the evils of this earth to the war, as though the war were an entity separate. Such a line of analysis may even become a new stereotype of its own, and may hinder constructive thinking quite as much as the old stereotypes. If the student likewise succumbs to it, he will dull his outlook—and is that not a poor preparation for the kind of world he is to live in and possibly to reconstruct? Post-war problems should not be discussed in the schools by a generation of "Maginot Line" thinkers, whose thought processes are chained to a few idiomatic expressions long overworked, and which may presently have lost not only their original flavor, but much of their original meaning as well. The tyrannical vocabulary of another generation

should not hold them in bondage. For example, much ado was made in years past about "economic laws." And yet, what are "economic laws," except expressions of fact, of things as they are or were, and not things as they ought to be! In this way, the oblique question may often reach out at truths occasionally buried beneath the verbiage of discussion. Democratic life thrives on the oblique question, and has nothing whatsoever to fear from such analysis.

Much of our terminology is still taken for granted: "general welfare," "discretionary powers," "exploitation," "rights of the individual" (often confused with the rights of a corporation), "collective bargaining" (at times pure racketeering).

An oblique question might also be concerned with the means of adjudication and settlement, whether decisions would be retroactive, and whether they would reflect the philosophy of the government which gave them prestige. How would the immediate effects of a given plan contrast with the permanent results? What possible alternatives exist? Would the hopes of the minority be sidestepped? Would differences be levelled down over a period of years?

These are a few of the oblique "feelers" likely to result from a drastic upset of world conditions. Obviously, students can no longer lean on every economic, political, and social label of more halcyon days. They will need greater open-mindedness if they expect to cope even lightly with the complex and far-reaching enigma of post-war adjustment.

## II

*Implication* differs from the oblique question mainly in form. An argument may be significant for what it omits or implies, as well as what it specifically includes and mentions. An implication often puzzles the student. He doesn't know just what to make of it, whether to let it alone, or to bring it out at the risk of heightening it, thus carrying it to the listener's attention, where otherwise it might have been overlooked. But on the other hand, there is also the possibility that his failure to deal with it all may raise the notion that he is afraid to do so. He may find that the listener regards *unanswered* implications as synonymous with *unanswerable* ones. In contest debating, it might influence the decision. Particularly so if the discussion is handled on a "point-of-view" basis instead of a direct clash of issues. Of course, there must be a clash on the main issues, or there will not be a debate. Yet frequently side issues develop, and these occupy the mind of the listener, perhaps unfortunately so. That is why the student should have some familiarity in handling them.

The "point-of-view" approach is likely to be more innocent looking than its more outspoken cousin, straight-forward clash style. It makes more liberal concessions to the opposition. It waives whole blocs of evidence. Perhaps only a thin layer of fact may be esconced between generous slices of opinion and sentiment. Syllogistic devices are ignored, and that is why the "point-of-view" attack cannot be dealt with

directly. It may be nebulous, effusive, and generally wooly. A word, phrase, or slogan—intelligible to neither side perhaps—is glibly bandied back and forth. Neither side desires to lose a point by carrying on. Neither side is willing to admit that it doesn't clearly understand what the other is talking about, apprehensive as it may be about the effect of such admittance on the outcome of the contest. Here at times an implication may be introduced with good effect, to clear the air, as it were.

"Parasite," for example, covers so much, may mean so little. The listener is occasionally in the dark about it all, and mentally asks, "Who's eating on whom?" It may be a parasite on another parasite, a bug upon a bug, rearing its ugly head far enough at least to show that this or that statement is valid or invalid as the case may be.

"Cycle" is another word which may be constructed to mean almost anything—anything from recurring periods of depression and prosperity to the evolution of rock formation in some secluded sector of the earth.

When the terminology becomes too cosmic in scope, it may cease to be meaningful. Indeed, the time is now ripe for each debate coach to offer several weeks' training in general semantics before going into the question proper. Such training has long been neglected. Yet it will always be true of a living language that overuse of certain idioms tends to obscure their meanings. Our symbols have become so highly developed that they have become short-circuits to thinking itself. It is like touching a button instead of doing the work. This is satisfactory for a time, but after awhile, when the buttons become too numerous, the operator may presently forget which button is which. Something like that has happened with our language, and that is why a new alertness and sensitivity to meaning is on its way into the schools.

"Constitutional," "appellate jurisdiction," and "trend"—are not such terms used too freely? Too many terms clog up a discussion to such an extent that the casual relationship between the felt need and the proposition under discussion stays more or less in vacuum. Just what does a speaker mean when he says he is "merely debating the principle of the thing"?

Implication is associated also with an emotional appeal. In fact, the chief strength of a catchphrase, slogan, or stirring word is its establishment between speaker and listener, of a certain feeling of agreement on what is meant. Speaker and listener mentally "wink" at each other, at the supposed coincidence of their minds. They enjoy for the moment a feeling of superiority to all others who do not know what they know. Actually, their thoughts may be ever so far apart, yet the result is similar. It is one of the roots of the evil of mob rule, seen at its worst when some emotional orator touches off the forces of villainy in his listeners. An implication then becomes a short-cut. Preliminary discussion at that point is dispensed with. Both speaker and listener plunge into apparent obsession with the notion each imagines the sentiment

to imply.

If students are made aware of this associational weakness of the human mind, they will have some good preliminary training in citizenship as well. Then they are somewhat less likely to be "taken in" with every appeal engineered at them later on. At first, this awareness may be confined to an occasional discovery in a school debate or discussion that an otherwise clever sounding catch phrase can be boiled down to implication, via the emotions. And the results of such an exposure are instantaneously gratifying to the student. Someone tried to make a "sucker" out of him, and he "got wise" to it. Properly encouraged, this ability to sift out improper appeals may wax into eventual cool-headed analysis, even in the thick of perfervid persuasion.

### III

Another practice common to school debating is the attempt to *channelize*. Within reasonable limits, this attempt is commendable, especially whenever the scope of the proposition is so vaguely defined that it embraces a catalog of propositions. The students will need to find some ground which both affirmative and negative regard as contentious. There must be an area within which there is disagreement.

However, there has been tendency of affirmative teams to limit the discussion at times to absurdly narrow limits. They do this under the guise of their prerogative to select the disputed issues. Then, when an equally tricky negative comes out and *concedes* the narrowly chosen issues selected issues of the affirmative, the debate vanishes off into thin air. There is virtually nothing left to discuss, since both sides are in utter agreement. Perhaps then they will quibble about what the debate should be about. This tendency of the affirmative to channelize should be discouraged—the spectacle of students digging up some odd angle in connection with the proposition, dressing it up in ambiguous language, narrowing it down to one or two arrangements of doubtful pedigree, then daring the negative to attack it.

Again, the fault may lie in the definition of terms. Curiously enough, defining the terms is usually a routine affair. No one seems to pay much attention to it; yet when one side seeks to limit the discussion in the manner mentioned, it is actually defining the terms, that is, the conditions under which the debate is to place. This fact is not sufficiently appreciated. Also part of the responsibility lies with the coaches themselves, who frame the debate questions and often do such a slipshod job of it that one coach recently threw up his hands in dismay, calling such questions "Quisling."

Negative teams try their hand at channelizing also. With them it takes another form. They may quibble throughout the debate about the "burden of proof," which the affirmative must assume. Just what is this burden which falls to the affirmative? Legally, "burden of proof" designates the risk of non-persuasion. The af-

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# Undertake a Wartime Project and Know Your Homeroom

WHEN confronted with thirty-five or forty unfamiliar but friendly faces at the beginning of the school term, one wonders how it is possible quickly to learn the individuals in one's homeroom and to discover their abilities and weaknesses. My thinking was as follows: My homeroom is my responsibility for nine months. I can make membership in it a valuable experience for each pupil, or I can allow membership to become merely a matter of reporting for attendance and announcements. I must try to find opportunities for my students to gain valuable experiences.

At our first homeroom meeting this fall, we discussed the kind of activities we felt we should undertake. Homeroom programs "as usual" seemed to be out for the duration. We finally selected a committee to act as a "scouting committee to suggest and investigate ideas that could be developed in the forty minutes of our activity period—ideas that would definitely have something to do with the war effort.

Our first project was undertaken wholeheartedly. We called it the "Lock and Key Drive." Every one in the homeroom was on a committee. We had a "Poster Committee," and a "Booster Committee." Their ideas were to prepare one-minute speeches and deliver them in each of our fifty-five homerooms each week. On the "Collection Committee" were students who undertook to distribute to each homeroom shoe boxes

DOROTHY EDMUND WILLS  
*Connellsville High School*  
*Connellsville, Pennsylvania*

in which keys and locks were to be placed for collection, and to collect these at the end of each week. Every homeroom box was numbered so that the number of keys and locks collected could be credited to the proper homeroom. The accounting committee consisted of several boys who stayed for a very short time after school, to count and credit all keys and locks that came from each homeroom. That was quite a job, for in several instances individual collections of over 1,500 keys were sent at one time.

We decided upon a point system and posted at the end of each week the number of points earned by each homeroom. We gave one point for a key, 5 points for a lock, 10 points for a mortise lock, and 15 points for extra large mortise locks. We also had a bar graph displayed in the corridor, showing the rank of each class in the contest.

The contest gained momentum in the second week. By that time we had included all five of the grade schools. They held their individual contests. We discovered many odd and really old keys that must have been hard to part with. It was easy to secure permission from one of our local merchants to display our collections in his



Results of the Drive

windows. We put part of our keys in kegs and tilted them on the floor of the display window. For a background, two bulletin boards had been covered with patriotic crepe paper, and some of the oldest and most interesting keys were hung there. This display created a great deal of attention among the townspeople and even increased contributions. The local paper took a photograph of the display, which was later placed in our corridor. To add interest, over 2,500 keys were strung on wire and everyone was invited to guess the correct number. A war stamp was the prize for the winner.

Finally, at the end of three weeks, we called a halt. A special committee spent free periods testing all of our over 800 pounds of metal with a magnet, and finally culled almost 200 pounds of brass from the boxes. We sold this separately and realized over \$11.00 on our project. A very proud homeroom president presented to our local head of the War Fund an envelope containing our money, a gift from our entire school system.

What had been accomplished?

A whole month of activity—a group had worked together and had achieved a thing they were proud of. Each individual had had a part—even the shy little boy who had kept in the background until the day we were stymied because no one could think of an infallible way to test brass. He came to our rescue with a magnet and became our hero.

And now, we are off on another project—something that may take all year to develop, but I believe that at the end of that year, every boy and girl will be richer for having really worked for victory.

## Perspective Through Speech

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firmative assumes the risk of not persuading the listener to its plan if certain fundamental relevant causes are slighted. To convince the listener, a causal connection between conditions giving rise to the proposition and the affirmative plan for solution should be pointed out. But that is an affair between speaker and listener as well as a technical point in debate technique. Ordinarily, a salesman would not neglect to bring along a few samples to persuade the prospective buyer to a sale. Yet it has been done. Naturally, the negative speaker seeks to drive a wedge between the affirmative plan and the listener. He raises doubts about the necessity for the plan, and inquires further about its workability. But to play the referee every few minutes spoils the game. It's the old sandlot squabble which stops the game. If the negative team really "has the goods," it would rather debate it out than win a disputed technicality.

Many are the ways in which affirmative speakers regard their responsibility, their role in the discussion. One will ask the negative to debate exactly on his own definition. He feels that his own task is complete when he has pointed out that some possible beneficial results

will accrue from the plan. He is satisfied with a fair amount of success. Another may try to tone down the idea that the proposal is too drastic by suggesting that some improvements along those lines have already been made, and that the affirmative merely intend to carry these along a little further, as links in a chain. Another speaker will anticipate a negative counterplan by wholeheartedly endorsing it, but showing that it doesn't reach far enough. Or he may do the reverse, and show where the affirmative plan is a modification of the negative counterplan, although this would be an unusual position for an affirmative team to find itself in. If the negative speakers point out that the plan is unnecessary because legal methods for solving the problem already exist, the affirmative speaker might be delighted, since that minimizes his task for setting up the machinery to make the plan work; also it offers some precedent to work upon. When the negative hammers for a specific plan in detail, the affirmative can mention that it is a good principle of law that any remedial measure can be given a broad interpretation to take care of the conditions which have given rise to it. Another speaker would use the compulsory features of his plan only as a last resort, a sort of reserve power when voluntary methods fail. Or he may take the stand that his plan will not solve the problem directly, but that it may be a means to encourage the solution through other channels.

Negative speakers approach their role from a different angle. They seek to offset the favorable impression which the affirmative plan has already made. They may point out that the affirmative plan sounds good, but that it does not reach the very conditions it is designed to ameliorate. The individual negative speaker does not question the good intentions of the affirmative in his attempts to organize a better post-war world, but he analyzes its immediate, as well as long range, effect upon the other countries in their efforts toward reconstruction, upon price control, labor conditions, and related topics. He will be especially alert to effects of the plan outside of the United States—a consideration which in pre-war years would not have weighed heavily with selfish, isolationist listeners. He may propose a counter plan, embodying the best features of the affirmative plan without its shortcomings. He may, on the other hand, show that public opinion will clamor eventually for a plan similar to that of the affirmative, without the immediate dangers with which a quickly conceived and executed program would also gamble, in order to arrive at the immediate benefits supposedly accompanying it. He would rather go a little slower, until the path to reconstruction was a bit more clearly defined. An immediate plan would entail certain arbitrary, compulsory features, and he would be quick to point out that every compulsion takes away a right. Then too, he wonders if the plan would be fair to all, including minorities and blameless marginal groups. His attack on the plan might be phrased in the form

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# An Educational Thorn

THE MAIN objective of our modern educational philosophy is to prepare students for citizenship. Educators throughout the nation unreservedly subscribe to this motive. They recognize the art of preparing youth for a good life as being the greatest task confronting the schools today.

Throughout the history of education emphasis has been given to perfecting the core curriculum. The principal purpose has been to establish in the minds of students an excellent foundation in foreign languages, sciences, history, English, and mathematics. The practical constituents of citizenship have been persistently disregarded. Extra-curricular activities have been considered as educational frills and their value minimized. But despite this deplorable expurgation they have made astounding progress. Today we find very elaborate extra-curricular programs in nearly all institutions of learning at every academic level.

But the essence of extra-curricular endeavors is competition. The truth of this statement can be exemplified by interscholastic contests in football and debate. These are typical examples of the major physical and mental activities of schools.

Athletic directors and coaches do everything in their power to secure the best material available. They send out scouts to line up the most promising players. Then they approach these young hopefuls with a scholarship in one hand and a lucrative proposition in the other. This scheme is carried on by the larger high schools as well as by the colleges and universities. When football teams from different schools meet upon the gridiron in the fall there is a vicious battle to determine which team will win the game. The players get their teeth knocked out, skulls fractured, arms, limbs, and shoulders broken in an attempt to prove that their school has the best team. Occasionally a player gets killed during the battle-royal.

But football has not been abolished because of these incidents. The fighting instinct in man grows more base as the competition and howl of the crowd become more intense. The spirit of the Roman gladiator throbs in the breast of each player as he tries to defeat his opponent in response to the demands from the bleachers. Usually everything goes, from sticking his thumb in the opponents eye to kicking him in the face with hob-nailed shoes when he is down. Thousands of people attend the Rose Bowl, Sugar Bowl and Cotton Bowl games each year to see terrific tackling, blocking, passing, punting, running, and possibly a stellar play which will send someone to the hospital or morgue. They pay a handsome price to see extraordinary competition. They demand that the members of each team inflict upon their opponents as much punishment as is humanly possible. Under these circum-

RUSSELL TOOZE

*Instructor in Speech*

*Bismark Senior High School*

*Bismark, North Dakota*

stances the possibility of physical injury has become so acute that the players insure their lives before they engage in the sport.

The main objective is to win the game. The final admonition of the coach is for each player to go into the game and get his man—win the game at any cost. He knows that the public pays him to have winning teams, and unless his teams win their games he will lose his position. The crowd and the coach serve to stimulate players already saturated with the “do or die” spirit of competition. The only reward for the young men who submit to this terrific punishment is a letter, cheap trophy, and yells from the crowd. The chief benefactor is the school treasury, which fills it coffers to overflowing.

The supporters of physical education contend that the purpose of athletics is to build healthy bodies and minds. But are they doing this when they send a boy into a football game and have him beaten unmercifully from two to sixty minutes? Are they building strong bodies when the boys get their fingers, arms, legs, and ribs broken? Do they build healthy minds by sending young men into football games, where they get their skulls fractured or where they get knocked out? Big time coaches say that smart players will not get hurt, but this contention is not affirmed by famous football stars. Red Grange, the galloping ghost of the University of Illinois, says that his entire body is scarred and numerous bones in his body have been fractured as a result of playing football. During his career as a pigskin carrier he was proclaimed by all coaches and critics as the greatest football player of all time.

What has been said of football will go for prep school, high school, college, and university competition. What do these men get from interscholastic contests that they couldn't get through interclass games? If the purpose is to build sound bodies and minds then this can be accomplished at home under normal conditions. Schools do not need to take boys a thousand miles away from home and have their teeth knocked out, skulls fractured, and bones broken!

Life is a competitive game, but the degree of emulation has to be carefully guarded if the highest degree of good is to be realized. We must not go rivalry-crazy. Excessive competition can be mentally and physically disastrous. Therefore, it is imperative that the interscholastic program be guarded carefully.

The major objective of our modern educational philosophy is to develop the mental and physical faculties of students. With this aim, educators

have been exterminating educational thorns for years. But there remains one more that should be annihilated immediately—the forensic thorn. After a desperate struggle for existence forensic contests have reached the pinnacle of progress. At this juncture they need renovating before additional benefits can be derived.

The debate coach is always on the lookout for brilliant speakers. When school opens in the fall he searches through the permanent files in a frantic attempt to find five or six of the most outstanding students in the school. For days the poor coach examines records and builds up case histories of these boys and girls who are most likely to win the state and national championship. While locating possible prospects, he imagines seeing the picture of himself and his debaters on the front page of the most prominent daily newspapers throughout the country. The poor fellow doesn't realize that his own home town won't even know of his success, let alone the entire nation paying tribute to his genius! Then he envisions a teaching contract with a nice increase in salary! Finally, the panel has been completed from the records and the students are summoned to appear at the coach's office for a conference. Each one is interviewed individually. Then the ones chosen to make up the debate squad are called in for a group conference. At this parley the entire situation is placed before the young debaters.

The coach impresses upon the minds of the boys and girls selected for the squad that it is a privilege and distinct honor to be given this opportunity of representing the school. They are told that he will expect them to work hard and win their debates. He emphatically informs each one that others are on the waiting list, and unless they produce they will be dropped from the squad. With this in mind they leave the coach's office determined to get the decisions. The admonition to win the debates rings in their ears.

Beginning in September the coach and debaters gather around a study table every afternoon and work furiously. They study from two to seven hours a day. This grind lasts until April or June, depending on how far they get in tournament competition. During the season at least fifty contest debates are engaged in by each debate team. Often the coach is dissatisfied with the speeches constructed by the students, so he writes the speeches himself and requires the debaters to memorize the treatises.

When the proposition has been analyzed, terms defined, material gathered, and debate speeches written, then drill on delivery is initiated. Research work continues in order that loopholes may be checked, and arguments of the opposition countered. Simultaneously intensive work on delivery is carried on for the purpose of developing smoothness in conveying the thought. Every inflection has to be perfect, the most effective tonal quality adopted, and gestures suavely executed. The debaters are told when to smile, how to dress, the most opportune time to pause, and when to take transition steps.

After this third degree procedure they are

ready to appear before critics. At this session each speaker is severely criticized in order that all possible weaknesses be eliminated before the first contest debate. Following this rendezvous the coach and his proteges retire to the study chamber and make all necessary revisions. Then comes the first practice debate. It is held in the classroom behind locked doors. At this time the beloved coach begins his psychological tactics in the process of building up the morale of his squad for the coming debate. He molds their young minds until they become frantic over winning the decision.

At last the time approaches to find out the likes and dislikes of the critic. The coach carries on this project to make sure that the "honorable judge" is sized up properly. If the connoisseur has written a book on debate, the coach and his squad peruse it carefully to determine the most effective tactics to employ. By this time they feel quite confident that they have a toe hold on the decision. When the time arrives for the debate, the preliminaries are completed by giving the judge a most gracious handshake and warning the timekeepers not to let the opposition run overtime without being penalized. The desire to win the decision is so strong in some schools that the coach and debaters make up a code of signals to use during the contest. Throughout the debate the coach sits in the back of the room and communicates with his debaters. Such abominable practices are being indulged in by some of the leading debate coaches.

At the conclusion of the discussion, all is quiet while the worthy judge arrives at a decision. At last the moment has come when the winner is to be proclaimed. Both teams have broad smiles on their faces as the critic walks to the platform. They are sure he will give them the decision. The poor youngsters do not stop to think that only one team can win the decision. They also forget that the team winning the decision often loses the debate.

Now the critic launches into a lengthy criticism of the affirmative team. He tears them apart with dignity! When he has finished they are certain that they have lost the debate. Bewildered looks are cast toward their horrified coach.

By this time the good judge has partly dissected the negative team. In another moment he will finish the ordeal and render the all-important decision. At last they are about to hear the solemn declaration. In the trite words of the traditional judge he says, "In my opinion the affirmative team has done the better debating." They spring to their feet and rush over to the negative team sitting prostrate in their seats, too weak to stand up. With one lusty pull they are hauled to a perpendicular position. Then the affirmative team enthusiastically congratulates them on their splendid debating ability. After a few remarks the negative team rushes at the judge and demands a justification of his ignoble decision. The poor critic apologetically assures them that their per-

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# Launching a Hobby Club Program

AT LEYDEN we have activities that meet at regular intervals—Older Girls' Council, Student Council, "L" Club, and others. Our hobby club program is in addition to these regular activities, and we feel that they all meet a definite need in our educational program.

Most high school students have a desire to pursue an organized hobby which is educational, enjoyable, and also just plain fun. In order to meet this challenge our students discussed the problem of organizing clubs. The representatives took suggestions from the homerooms as to types of clubs desired, when to meet, how often to meet, and possible costs of various organizations. About sixty different types of clubs were proposed.

Next came the need for sponsors. The faculty members were polled as to the kind of a hobby club they would like to advise and the time available for a meeting. Some teachers had definite interests and were qualified to handle specific groups. The teachers who had no preference were asked to volunteer for such groups as the student body had requested.

Finally twenty-six clubs were offered to our student body of 650. Each homeroom was provided with a detailed account listing all the clubs offered, the possible programs as suggested by the advisor and interested students, and the prerequisites for entrance. The final item included information as to possible cost, necessary equipment, school year of the student, and whether the club was open to boys, girls, or both.

The list of clubs offered is as follows:

Art  
Freshmen-Sophomore Knitting  
Home Decorating  
Handicraft  
Pan-American  
Junior-Senior Bridge  
Playing Cards and Checkers  
Library  
Freshmen Boys' Kamp Kookery  
Tumbling  
Ping Pong  
Stamp  
Dance Orchestra  
Movie Projectors  
Freshmen-Sophomore Knitting  
Chess  
Boys' Glee  
Junior-Senior Knitting  
Bowling  
Camera  
Nature  
Sawing  
Music and Discussion  
Book and Creative Writing  
Beginning and Social Dancing

JEROME W. MOHRHUSEN  
*Leyden Community High School  
Franklin Park, Illinois*

## Junior Engineering Society Leyden Players

A student could join only by seeing the sponsor of the club personally. That helped the right students to get into the right clubs. The homerooms used the club selection project as an excellent guidance help. Students were not forced to join a club but were encouraged to do so, for non-joiners were left to spend the club period in the study hall.

The students were given a week to make a choice, and at the end of that time memberships were closed. Twenty-four clubs were formed, with 85 per cent of the student body participating. Wednesday was the popular choice of the day of meeting, and the time was the last period in the day. Most of the students stayed with the original club they had joined, but if they desired to change clubs, that was permitted.

Leyden students look forward to Club Day. Before each meeting day, our "Club News" is distributed to all homerooms, stating in a newsy fashion what the clubs are doing—announcements, personal items, and achievements.

All the clubs have student supervision. Some have officers, others have managers, but all try to help the student enjoy himself while learning a hobby. It is not a program for experts; but all are learning and enjoying the experience. We believe this program of directed activities is a profitable expenditure of this limited amount of time of our young people.

It is thrilling to see the hobby groups in action any Wednesday at Leyden. At the beginning of the period the Bowling Club leaves the school for the local bowling allies; and the Nature Club with butterfly nets is on its way for a nature hike. The Tumbling Club is going through antics in the gym; while from a nearby room echoes the musical notes of a Boys' Glee Club. About 100 happy boys and girls are starting a Conga line in the cafeteria; while at one end of the room boys are engaged in a ping pong tournament. Freshmen are cooking pancakes, and looking forward to the time when they can get out-of-doors and make a real camp meal. Knitting for Red Cross, singing of Pan-American songs, the playing of hot music, drawing and painting, visiting art institutes, taking pictures, learning how to be a "Hamlet," playing cards and checkers, having fun with books, making billfolds and bracelets, learning how to take movies and operate a projector, visiting neighboring industrial plants—that's Club Day at Leyden.

# The Case Against a Federal World Government

**RESOLVED:** That a Federal World Government Should be Established.

When the negative debater begins his preparation of this year's debate topic, there is a great likelihood that he will soon begin to believe that most of the proof and evidence upon this topic is to be found in favor of the affirmative. He will hear speakers talking upon the "Essential Elements of a Just and Durable Peace," read newspaper and magazine articles upon our "Post War World," and hear literally hundreds of people express the opinion that we cannot again make the mistakes of 1919 in settling the post war problem of world organization.

If the debater takes the time to analyze these proposals and ideas, he will soon discover one important fact—that although there are numerous proposals calling for a new post war world, there are almost as many proposals for as there are proponents of post war change. In fact there is almost as much chaos among the proponents of some sort of a post war federal world government as we found in the actual confusion of the world before the outbreak of the present conflict. To sum up the situation quickly we might say that almost everyone wants something done about a world government at the end of the war, but that all want it done in their own particular manner.

As far as this actual debate topic is concerned, the confusion upon the part of the American public with regard to the way in which our post war world should be organized will more than counterbalance the present enthusiasm that our country has shown for this new system of world government following the war. In fact, there is no great enthusiasm in our country for the establishment of a Federal World Government, but there is an enthusiasm for a change away from the system that created this war. Until the American public crystalizes upon a solution that embodies the proposal of establishing a federal world government, the present public demand for a settlement of world problems in a manner different from that used following the last war is nothing more than disorganized enthusiasm that may result in chaos.

The negative debaters must remember that this proposal of a federal world government must be discussed as a long range proposition and not as a war emergency measure. Under the pressure of war we are willing to build large war munitions plants without questioning their cost or their future value to the nation. Millions of dollars are spent upon war necessities in time of peace. The same is true about ideas. During war or other emergencies we will accept plans that we would never favor in normal

**HAROLD E. GIBSON**

*Coach of Debate*

*MacMurray College for Women*

*Jacksonville, Illinois*

times. The most ardent isolationist may even favor world cooperative action during the heat of battle, but his enthusiasm will probably dim when the fighting is over and he is face to face with the problem of having his government join in a federal world government. This long range point of view, which must be taken by the negative, is one of the most effective arguments against the establishment of a federal world government.

One of the first steps that should be taken by any debater who is defending the negative side of this debate topic is to make a careful and critical analysis of the debate question. He should find out just what are the points of strength and of weakness of the negative in arguing against the proposals of the affirmative. Probably the most effective method that can be used in analyzing a debate topic is to propose and then answer a series of questions upon the debate topic.

One of the first questions that the negative debater should ask is, "Do I have to propose and defend any plan to take the place of the affirmative proposal of establishing a Federal World Government?" The obvious answer is that the negative does not have to propose or defend any plan. The negative has done its duty when it proves that the exact proposal of the affirmative should not be adopted. This, however, should not lead the debater to believe that he cannot make a proposal.

The negative in this debate has two direct lines of attack on the affirmative arguments. One is to attack the affirmative proposal and show just why it should not be adopted, and the second is to propose and defend a new plan of world reorganization that is better than the proposal of the affirmative. When the negative debater has these two alternatives clearly in mind, he is ready to go further into an analysis of the debate question.

A second question that comes to the mind of the debater early during the season is, "Can the affirmative, by the wording of the question, propose a half-hearted attempt at a federal world government, such as the Old League of Nations or a loosely connected Confederacy, and still establish their case?" Although certain affirmative debate teams may try such a plan the negative must be prepared to combat such a proposal. The negative team should present a good definition for a federal world government and make any affirmative proposal for a federal

world government meet that definition. To propose a world government in which the sovereign power of the member nations is retained by the individual members of the union is to propose what is not a true federal government, but merely a confederation, and the negative must be able to point out such a deficiency clearly and forcibly. The negative team can save themselves a great amount of embarrassment by being able to analyze all affirmative proposals to see whether or not they are genuine proposals of a federal world government or mere hybrids manufactured to meet the needs of the affirmative debaters.

#### WEAKNESSES IN THE AFFIRMATIVE CASE

An important part of this critical analysis of the arguments of the negative is to determine the points of weakness in the affirmative case. When a major point of weakness is discovered in that case, no amount of effort should be spared in preparing an attack upon that weakness. Some of the more vulnerable points of the affirmative case are:

The establishment of a federal world government would mean that each nation joining the world government would give up its individual sovereignty. This would mean that the people of the United States, if and when they join this union, would give up to the new world government certain of their rights that are now guaranteed to them. Among these more important rights are freedom of the press, freedom of speech, the right to vote, and other time established American rights and privileges. It must be remembered that the formation of this world government does not mean that the American people will lose these rights, but it does mean that we would run the risk of losing them. It is this great risk that many Americans will not be willing to take.

The formation of a Federal World Government would create one great world force within the union and another great force outside of the union. Picture the effect of the formation of such a government with the United States, Great Britain, China, India, South America, and Africa as members, and opposed to this we might have Germany, Spain, Italy, Japan, and other smaller nations who are not willing to become members of the World Government. Since the members of the union would have free trade among themselves, they would soon pass legislation that discriminates against non-members. This would start another vicious circle that might again result in a world war.

The apparent solidarity of the Allied nations is based upon the emergency that exists today in both a military and an economic way and it may not continue following the cessation of hostilities. Most of the allied nations of the world today will do almost anything in concerted action in order to win the war. Their economic situation is so serious that they will join other nations in action today, but they will become nationalistic when the war ends. This is one of the weakness in the affirmative proposal. It is a good talking point today, but it will break

up upon the rocks of national self-interest at the end of the war.

The problem of determining whether democracy or some other form of government will be dominant in the new world order will be a snag to the affirmative proposal. When this war is won by the Allies, the Russian nation will have been responsible for no small part of the victory. Then the organizers will be face to face with the practical job of establishing a world government that will satisfy all nations that plan to join. Will the government be a democracy as we in the United States understand the term, or will it be based upon the principles of Russian Communism? If democracy prevails Russia probably will not join. If Communism prevails the United States and Great Britain will not join. This dilemma is probably enough eventually to wreck the entire affirmative proposal.

#### EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

**THE DILEMMA.** The dilemma is a method of strategy that is used in debate by either the affirmative or the negative team. This strategy consists of asking the opponents a question that has two obvious answers. This question should be so worded that no matter which of the two answers that the opponents choose their arguments will be weakened by their answer. When properly used, the dilemma is one of the best methods known to get the discussions in debate out in the open and to make them effective.

#### TWO SAMPLE NEGATIVE DILEMMAS ARE GIVEN BELOW

**QUESTION:** Do the members of the affirmative team believe that the advantages of a Federal World Government are great enough for the American people to give up their hard earned freedom in order to establish such a government?

**IF THEY ANSWER YES!** The members of the affirmative team are certainly placing a very low price upon the value of freedom as we know it in the United States when they say that membership in a Federal World Government is more valuable than American freedom. They would rather be a part of a world union in which one of the illiterate individuals of certain backward nations have just as much right to vote as any well educated American. They would like to be a part of this union and pay high taxes so that public works could be built in other parts of the world while the cheap labor of the oriental members of this union send their tax free goods to America and put the free American workman either completely out of a job or greatly reduce his standard of living.

We of the negative feel that the Federal World Government will be too expensive for the United States if we join, because it will not only cause us to lose our freedom, but in addition it will impoverish our nation and reduce our standard of living.

**IF THEY** The affirmative team does not feel  
**ANSWER** that the advantages of the proposed  
**NO!** Federal World Government are great  
 enough to warrant the risk of losing  
 American freedom by joining. What they have  
 overlooked is the fact that when the United  
 States joins such a union, we immediately give  
 up our sovereignty to the new union. This  
 means that our citizens transfer their allegiance  
 from the government of the United States to a  
 new nation which will be the Federal World  
 Government. When we do this, we lose our  
 freedom as we now know it.

**QUESTION:** Do the members of the affirma-  
 tive team believe that the nations  
 of Europe, such as Great Britain and France,  
 would have any greater interest in supporting  
 world peace under a Federal World Government  
 than they did under the League of Nations?

**IF THEY** The affirmative debaters feel that  
**ANSWER** Great Britain and France would  
**YES!** show a greater interest in supporting  
 world peace under a Federal World  
 Government than they showed under the League  
 of Nations. We wonder just how they can con-  
 tend that these nations would be so interested  
 in maintaining world peace under a new plan  
 when they avoided their responsibility under the  
 old League of Nations. They are merely indulg-  
 ing in wishful thinking.

**IF THEY** The affirmative team does not think  
**ANSWER** that we can expect any more from  
**NO!** the British or the French in their  
 efforts to maintain world peace under  
 the proposed Federal World Government than  
 we can expect under the Old League of Nations.  
 They must admit that these two nations shirked  
 their responsibility from 1920 to 1939, and so  
 we could reasonably expect that they would do  
 so again. This being the case, why should we  
 form a Federal World Government and give up  
 our sovereignty to a world government that will  
 probably fail?

This is the second of a series of four articles  
 by Harold E. Gibson on the current high school  
 debate question. His affirmative rebuttal will  
 appear in *School Activities* next month.—Editor.

## A Calendar of Special Weeks and Days for 1943

(Continued from page 164)

served during the week which includes Armistice  
 Day, November 11, which is a legal holiday in  
 all states, territories, and possessions.

**November 8-14, Father and Son Week.** Na-  
 tional Council of Young Men's Christian Asso-  
 ciation, 347 Madison Avenue, New York, New  
 York. Always observed during the week in  
 which Armistice Day falls.

**November 15-21, Book Week.** Book Week  
 Headquarters, 62 West 45th Street, New York,  
 New York.

**November 23-December 25, National Christ-  
 mas Seal Sale.** National Tuberculosis Associa-  
 tion, 1790 Broadway, New York, New York, and

affiliated state and local organizations.

**November 25, Thanksgiving Day.** Legal holi-  
 day in all states, territories, and possessions. In  
 December 1941 Congress passed a law designat-  
 ing the fourth Thursday in November as Thanks-  
 giving Day.

**December 6-13, International Golden Rule  
 Week.** Golden Rule Foundation, 60 East 42nd  
 Street, New York, New York.

**December 21, Forefather's Day.** Pilgrim's  
 landed at Plymouth, Massachusetts. Observed  
 in New England in honor of Pilgrims.

**December 25, Christmas Day.** Legal holiday  
 in all states, territories and possessions.

## Perspective Through Speech

(Continued from page 172)

of a dilemma: wherever good organization ex-  
 ists now it is unnecessary, and wherever good  
 organization does not exist, the plan won't work.

Fortunately, a new approach to high school  
 debating is being introduced this season. It is  
 a more lifelike approach, because the question  
 proper is based on a felt need. It will not  
 become outdated before the season has run its  
 course. It will be good when the season is over,  
 as well. There will be time to organize the  
 training in general semantics first. Then a cer-  
 tain amount of exploratory research. This on a  
 general topic for preparatory background orien-  
 tation—on several phases of the question.

Less opportunity to develop stereotypes before  
 the question is properly known to the students!  
 Discussions, extempore talks, and short debates  
 will iron out stereotypes of technique as well.  
 Then students will also be encouraged to en-  
 large upon local experiences, opportunities, and  
 conditions. Along with a freer use of implica-  
 tory devices and oblique questions will come a  
 more zestful and satisfying activity. Recent  
 handbooks, written in a post-war idiom, will be  
 more realistic vehicles of research than too much  
 struggling with pre-war sources. Periodicals  
 will assume greater value, because their vo-  
 cabularies will change along with the times. The  
 big problem will be to encourage students con-  
 stantly to look at the total picture. They must  
 not lose their perspective. Devices, semantic  
 and otherwise, to assist them to pry themselves  
 loose should be originated and fostered wherever  
 possible. Terms such as "civilization," "free-  
 dom," "democracy"—should be scrutinized as  
 never before.

True, the outlines of a new world are as yet  
 shadowy. The veil is not yet lifted. But per-  
 haps a more direct encouragement of mental  
 shadowboxing will broaden the student's sym-  
 pathies, and enlarge his narrow and confined out-  
 look. Clearly, his possible cosmopolitan role  
 in the days to come will call for greater flexi-  
 bility in thought and in the ethical considera-  
 tions which should motivate it.

My country, right or wrong; when right to be  
 kept right, when wrong to be put right.—Schurz

# In Defense of Speech Contests

DEBATING in the present day high school is different from the "Win the Victory" type of debating, if indeed, this latter type ever did exist. Today the debate coach does not go through the school seeking whom he may devour. Rather he arranges for classes or regular squad meetings during the school day. These sessions begin during the first week of the school year, and continue throughout the school year. These classes are scheduled at an hour of the day which make it possible for all students wishing the training, to obtain it.

For the past seven years, at Lead, South Dakota, the senior high school schedule has provided for two such classes, each meeting two times a week. The best schedule of activities for such classes known to the author is that presented in the book "High School Forensics" by Arnold Melzer.<sup>1</sup> These classes are open to freshmen, sophomores, juniors and seniors. A student may be enrolled during each and all of his four years of high school. This gives both the coach and the student time for studying debate methods, so that honest and reliable procedure will be used. It also provides ample time for surveying the information obtainable on the debate proposition, so that the student understands what he uses in all debates and need not resort to "sharp" practices in selecting material to be used and certainly need not resort to memorized speeches.

By these long-time attacks on the debate topic, many methods of defending and of attacking can be developed. The high-pressure methods of working evenings, Saturdays, and perhaps Sundays as debate coaches are accused of doing, need not be applied. It has been the observation of the writer that by the use of these study methods, debaters become so interested that they do their own research, reading far beyond assignments. With this background, the debater understands his evidence, applies it wisely and can guide the discussion intelligently. He certainly need not rely on code signs from the coach nor be influenced by his threatening looks.

Most progressive debate coaches have adopted these methods of careful preparation, whether their school has arranged regular school time debate classes or not.

As to eliminating debaters from the squad, this is not done at all. Most debate schedules provide enough contests during the season so that all debaters have a chance to compete several times. Success in these contests determine which speakers will be used in district and state competition. This type of competition is welcomed by the capable debater. It is the type of competition which he will meet in life; he will not be surprised when it comes, for he has already experienced it. Thus the old method of

O. W. KOLBERG

Debate Coach and Instructor in Speech  
Lead High School  
Lead, South Dakota

cutting down the squad in order to concentrate on a few is gone. That these methods are used by leading coaches all over the nation is frequently stated by articles in "The Rostrum," official publication of the National Forensic League.

Other types of speech are also taught by the class method. Concentration on one or two pupils in oratory or declamation, is not a common practice; rather classes in speech and dramatic interpretation teach the fundamentals of interpretation to large groups of students. Those wishing more instruction enroll in classes leading to contest competition. This gives the potential speaker the opportunity for the added training by which he can profit, and it also gives him the stimulus of competition which encourages him to use his best efforts. Modern schools do not neglect the speech training of every student, nor do they deny to the capable student the opportunity of matching wits and skill with the capable students from other schools. The complete program includes plans for developing all students according to their several abilities.

Those who decry competition in speech as an evil must feel that this has become an age of brawn, for they certainly would not eliminate all interscholastic competition in athletics. If muscle is built by competition, certainly intellect benefits even more by competition. Is not most of the competition in the adult world on the mental level rather than on the muscular? Business, trade, selling, avoiding the door-to-door salesman, law, medicine, dentistry, all of these require mental alertness. Why be so afraid to expose high school pupils to the type of competition which develops mentality?

Tests prove the efficacy of debate as a stimulus to mental growth. William S. Howell of the University of Wisconsin<sup>2</sup> reports the results of giving a battery of five tests to two hundred eighteen debaters. The tests were developed by prominent educators and designed to measure the skill of an individual in reasoning logically—in other words, his critical thinking ability. Averages as follows were discovered:

Fourth year high school norm	209.9
Second year college norm	236.5
Norm for debater with 2 years of debating	302.2
Norm for debater with 3 or 4 years debating	324.6

These improvements in critical thinking could not arise if all debating were merely memorizing according to the coaches orders.

Improvement in speech curricula is needed, but it should not begin with an attack on contest debating and contest speaking. Contest speaking

<sup>1</sup>"High School Forensics," Melzer, Arnold. H. W. Wilson Co.

<sup>2</sup>"The Rostrum," May, 1942.

has proved that it provides a challenge to the potential speaker and leader. If we do not challenge him with a varied speech program, he will put his energies to work in other fields and permit his speaking ability to atrophy. "Train every pupil according to his capacity," should be each school's motto, but this requires interscholastic competition to challenge the more ambitious and more intelligent.

### An Educational Thorn (Continued from page 174)

formance was excellent and leaves the room. To the negative the critic is prejudiced, incompetent, and hair-brained. While in the opinion of the affirmative he is a very fine analyst.

After a hectic season the district tournament is held. Before the contests begin, the coach instructs his debaters to watch the judges' reactions, change statistics, alter quotations, accuse the opposition of unethical procedures, and above all watch his signals. Now the "beat the judge" process gets under way in earnest. The main motive is to convince the critic and win the decisions at any cost. The debaters ignore the fact that the object of the discussion is to persuade the audience. Acquisitions and counter charges are advanced, wild gesticulating ensues, shrieks and sobs rend the air only to find the judge relaxed in his seat with a stoical expression on his face. Blast after blast of argumentative eloquence reinforced with fistic poundings upon the speaker's stand are hurled at the critic. At last the verbal battle is over. The chairman picks up the judge's decision and the winner is declared. Under the usual ruling the process of elimination is employed until a district champion emerges from the fray. The final winner is eligible to enter the state tournament.

The fundamental principles of debate are unchangeable. They are mastered through hard study. Competitive forensic contests involving trickery and deception do not add to the value of discussion. The effectiveness of this art is best portrayed under natural community conditions. Interscholastic rivalry does not enrich the lives of the contestants as much as propagandists would have us believe. The writer conducted a survey including several hundred high school debaters in an attempt to find out what they got out of participating in interscholastic forensic contests that they could not receive from interclass forensic events. Their overwhelming reply was, "We get to make trips." This same answer would no doubt come from students taking part in interscholastic athletic contests too. Why continue extra-curricular programs based upon motives of this nature? It would be very appropriate for the schools to dispense with all interscholastic competition, now that the government needs gasoline and money to carry on the fight for freedom. Once the interclass system of competition has been adopted, another milestone in the march of progress will have been erected.

Why limit debate to five or six students?

What is good for a few outstanding boys and girls is good for the entire student body. It should be remembered that we are training for citizenship; our aim is not to win trophies. Let us stop selling character and personality for a few cheap awards. Bronze, gold and silver will tarnish and rust away, but the impressions made upon young lives will last forever. America must learn to talk back, but how will this ever be possible if we continue to train a small fraction of one per cent of the students?

The forensic thorn can be removed from the educational curriculum by adopting an interclass program, by confining all activities of this nature to the local community, by urging one hundred per cent student participation, and by abolishing the award system. This method will encourage young men and women to take part in debate and other speech activities for the purpose of self-improvement and not for the glory of winning decisions. When the strain of interscholastic competition is removed, the students really enjoy debating, acting, and reading. Parent-teachers organizations, service clubs, schools, and churches are very cooperative in helping to promulgate this type of program. The only prerequisite is to explain thoroughly the merits of the interclass system to the students, so they will know definitely that there are no trips and awards involved under any circumstances. When they take part under this plan, they know that they will have an opportunity to appear before a public audience as soon as they are prepared. They are aware of the fact that they are working for themselves and not for the coach. This is the sterling method of molding young men and women into staunch citizens.

The educational thorn to be plucked from the extra-curricular program is the competitive interscholastic forensic contest. In its place must be installed interclass events. The welfare of the boys and girls under our jurisdiction is our first responsibility. We must teach citizenship in such a way that the youth of today will be trained to sit at the peace table of tomorrow. The time has come to cast trophies into guns, battleships, ammunition, and aeroplanes for the purpose of destroying the forces of aggression that now threatens democracy.

Let us join in one great effort to institute a universal noncompetitive extra-curricular program throughout the nation. Let us amalgamate all mental and physical activities under its influence, so the youth of America can proudly march beneath one glorious banner devoid of the traditional battle cry—"Win the Decision."

We must show courage in the hour of trial and adopt such policies as will make our pioneer tradition, our love of individual liberty and democracy, our concern for human welfare, a blessing not merely to ourselves but to all mankind.—*Frank Aydelotte in School and Society.*

Liberty and Union, now and forever, one and inseparable.—*Webster.*

# The Goal of Social Service Clubs for Boys and Girls

ONE prominent phase of social service is club work with boys and girls. Belonging to such a group influences a youngster's point of view. Therefore, the idea behind the club is important, and the goal should be analyzed.

Often it is said that clubs are formed to keep young people off the streets. It is assumed that these meetings will keep them out of mischief. But to attend a club once or twice a week will not in itself prevent children from getting into trouble. This is why the aim must be more far-reaching than just a few hours of occupation from time to time. Teaching craft work or following any other stated program does not necessarily develop character. Stress should be laid on helping each young person to become a social being, which includes the broadening of his, or her, personality. A club should open new contacts to its members. Such an objective is dependent primarily on the leader. It is his attitude which stimulates his followers to a broader outlook.

But before taking up this question of leadership, the term "social" being must be explained. A social being is a well-balanced individual who can mingle congenially with everybody. The first requirement is an ability to meet people easily. Poise is needed for this. A poised person realizes his own worth but is not bumptious. Self-confidence is not cocksureness. This latter only hides a feeling of inferiority. In other words, the bumptious individual puts on a bold front to fool the public. This is not true poise.

The possession of true poise has nothing whatsoever to do with one's position in life. Social station does not necessarily lend people graciousness. That attribute is a matter of innate refinement. It exists in all ranks of society, whether or not its members are polished in manner. Manners are but a veneer, likely to disappear in an emergency.

Nevertheless, in club work with young people, social behavior should be emphasized. There are definite standards of cleanliness, courtesy, and other social requirements which ought to be stressed in any group program dealing with growing youth. It is not that each in itself is so very important, but they will all help to prepare these boys and girls to be acceptable to others. If one of the aims is to teach children to mingle easily with other human beings, they must do so without embarrassment. This is impossible if they have patterns of conduct different from those recognized as socially correct. So no matter how superficial such standards may be considered, they should not be ignored.

Of course a great deal more than social behavior is included in the broadening of a child's personality. There are many more fundamental

ETHEL S. BEER  
Washington Sq. West  
New York, N. Y.

things in life. Club work with children should emphasize a breadth of vision which comes through cultural and human contacts. Growth of the inner being through the seeking of knowledge must be stressed.

One of the goals of all club work should be to stimulate learning and develop taste. Preferably this should be done through general discussion, rather than by definite courses which wax too much of school. A tremendous amount of information can be given imperceptibly to curious boys and girls. Answering questions and referring pupils to books are ways to start the cultural ball rolling. Explanations should lead towards new ideas, since the aim is to teach these children an appreciation of the worth-while.

Most children are eager for knowledge and will acquire any that comes their way, but unless those adults who have the chance will guide their footsteps, they are at the mercy of current commercial enterprises, many of which are utterly unwholesome. To forbid youngsters to attend movies or other amusements patronized by their friends only causes resentment. This is particularly true of adolescents.

In club work there is a rare opportunity to lead boys and girls towards criticism of cheap recreation. There must be some substitute. This is why it is essential to try to interest children in cultural subjects. The joy of reading has not as yet been entirely replaced by listening to the radio. We can still admire beautiful paintings, despite the movies. Concerts, opera, and the theatre still exist. In each of these there can be good, bad, and indifferent. The task of the clubs is to awaken a process of evaluation. This is education in the true sense of the word.

But these clubs should also stimulate social intercourse—another necessary factor for the enrichment of the child's viewpoint. Widely diversified human contact is something that is needed in order to become tolerant. Certainly for children with limited opportunities this should be emphasized as early as possible. Essential as it is for all people to enlarge their acquaintance, it is doubly so for these boys and girls. Therefore clubs should seize every possible chance to accomplish this end.

Joining a club is a step in the right direction. It introduces new friends. But this is not enough. Clubs should foster an even broader program. There should be frequent interchange of hospitality between the various groups. There should be attempts to bring together boys and girls from different environments. This will do

a great deal to promote religious understanding and to help develop social consciousness.

Children are full of prejudices which are acquired from their youthful companions and from adults. These prejudices often are evident in clubs. Once I had charge of a lone Christian child—a small Italian girl—in a club of otherwise Jewish children. But try as hard as I would, I could not curb the spirit of antagonism. In fact, it was so strong that finally she resigned. Of course, even when there are children of only one religious sect there are quarrels, but they do not result in widespread ostracism as a rule. If club leaders would encourage groups to get together, such intolerance would not flourish for long.

Sometimes religious observances prevent clubs from mingling—for instance, if meetings are held on Saturday and the children are Orthodox Jewish. To be sure, this usually is not an absolute taboo. If they do not have to ride or to handle money, the parents do not ordinarily object. But, of course, religious problems of this kind are difficult to handle because the mother's and father's feelings are involved too. For the child's sake it may be essential to win the parents to a more liberal point of view. Only this requires infinite tact to avoid antagonism and a split in the family.

It can readily be grasped that the responsibility of a club leader calls for unusual ability. He or she acts in the capacity of an adviser. For this, the club leader should have knowledge of the children's background. There is much in their surroundings to account for their behavior. Girls and boys often need more mental companionship than they get at home. The parents may not have the time nor the intellectual capacity. Their children, then, are neglected through no fault of theirs; it is the result of circumstances. This is an opening for the club leader. He should be the children's friend.

But a word of warning is required here. The club leader should be careful not to alienate these children from their families. Already they are likely to feel different from their parents because they have adopted more modern ways. This applies particularly to families of foreign origin, in which case the American born and bred children are inclined to scorn their parents. Club work can do a great deal to promote better understanding. These children have only a vague notion about their heritage. When asked where their father or mother was born, the invariable answer is Italy, Russia, Poland, or some other country. Further than this they have no knowledge. Clubs can teach these children about the lands where their ancestors lived, through plays and pageantry as well as by reading. This makes a fascinating study and also strengthens family life. Certainly children should have pride in their origin, and not be ashamed of their background, no matter how humble it is. Nor should they feel degraded even if it is not as representative as it should be. The club leader can help the children to have a wholesome point of view about the whole

situation.

If a club leader acts as a friend, he quite naturally receives the confidences of the children. Human tangles of every variety come to the attention of social workers. A child may appeal for intervention because his father will not permit him to continue with school, another may have a more intimate problem, perhaps even a love affair at the teen age. Boys and girls pour their tales of innumerable mix-ups into the willing ears of a sympathetic listener. These range from those really important to others bearing little significance except to the child himself. Naturally no trouble should be ignored, but advice must be given carefully, and every attempt should be made to develop independent judgment. Nor should sympathy be given too profusely.

The aim in being a friend to the children is to supplement the parents, not to supplant them. Therefore it is often necessary to know those parents, particularly the mother. Obviously this may mean that the other side of many problems will be presented to the club leader. The mother or father may come with their complaints. Or they may have real worries based on the behavior of their son or daughter. But in any case, even if the club leader is trying to win concessions for the child, care should be taken not to antagonize the parents. Nor should any part of the club program be hidden from them. Usually the parents welcome the club leader as their friend because of the interest shown to their children. And if they are won, they will make almost any concession.

Once I started sex education with a group of girls, but before the first lesson, I insisted on each one's asking permission from her parents. Prophecies notwithstanding, I did not receive a single refusal. In fact, several of the mothers sent a vote of thanks. As one said: "I knew my girls needed it, but I didn't know what to say."

It is years since this happened, but every once in a while a girl reminds me of our sessions together and voices her appreciation, now that she is grown-up.

The club leader, then, is an important person. His work calls for careful selection by those in authority. Type as well as training should be emphasized. While it may be impossible to designate the exact personality needed, certain attributes are outstanding.

Breadth of vision is important. This includes the long view. Seed sown in childhood or adolescence may not show any results for years.

Follow-up is an essential element of every program. It should be in the mind of every club leader, although it should be carried out by means of records. The difficulty is that there may not be the chance in the original base of the club. However, this does not change the premises. No matter how the follow-up is done, the club leader should look at the future. Certainly it makes club work more interesting if boys and girls can be watched until grown up.

(Continued on page 190)

# The Victory Corps Boys' Physical Fitness Program

THE BOYS' Physical Fitness Program for High Schools was planned in Washington, D. C., in the late summer of 1942. The manual outlining the program is a proposed program of physical education completed by a committee of twenty-five individuals, composed of representatives of the Army, Navy, United States Public Health Service, Division of Physical Fitness of the Office of Defense Health and Welfare Services, Public Schools, and the United States Office of Education.

The Boys' Physical Fitness Program was outlined to meet the need of the Physical Fitness requirement of the High School Victory Corps Program. The High School Victory Corps Program was designed by the United States Office of Education in order that students in high schools might better prepare themselves for service in the community or in one of the branches of the armed services. The Victory Corps Program is in reality a recommended plan for the reorganization of the high school curriculum, which places increased emphasis on mathematics and the physical sciences.

The High School Victory Corps plan is a suggested plan, not a compulsory one and when it is adopted by a high school, a student may have the opportunity to choose, in most cases, more to adequately prepare himself for the situations he will probably meet in the very near future by selecting one of six areas for special course instruction.

The areas in which a student may choose to prepare himself more adequately during the war are: Air Service Division; Land Service Division; Sea Service Division; Production Service Division; and Community Service Division. For each of the Divisions one requirement is uniform or common for all—that is, the student must be participating in a Physical Fitness Program.

It is suggested that the Physical Fitness Program be allowed one period a day, five days per week, and that a supplementary program of approximately ten hours a week be offered after school hours. The supplementary program would consist mainly of intramural and interscholastic activities.

Some of the advantages of the suggested Physical Fitness Program for Boys are:

1. May be presented indoors or outdoors.
2. May be presented by those who are not specialists in physical education.
3. May be presented by a man or a woman teacher.
4. Requires little or no equipment.
5. Large groups may be directed at one time.
6. Many of the activities are of such a nature as to challenge the average American boy.
7. Many of the activities are of such nature

JACK MATTHEWS

Director of Required Physical  
Education for Men  
University of Missouri  
Columbia, Missouri

that the student himself is able to observe and to measure his improvement.

It should be noted at this point that the suggested Physical Fitness Program is not a new program of activities, but rather a selection of many activities that have been used and are being used by many teachers of physical education. The program might be called a simplified program or a streamlined program, the principal objective of which is to develop more rapidly the coordination, agility, strength, and endurance of the entire male population of the high schools to a higher degree and in a shorter period of time than has been necessary in the past.

It should be pointed out that Military Drill, according to those who developed the program, is not to be considered as a substitute for the five period a week Physical Fitness Program.

The manual which is entitled *Physical Fitness for the Victory Corps Through Physical Education* is to be sent from the United States Office of Education to the State Departments of Education for distribution to the high schools. The activities for boys are grouped in four major units which are: Aquatics, Combatives, Gymnastics, and Sports and Games.

Some of the general objectives of the Aquatics section are:

1. To stay afloat.
2. To swim under water.
3. To swim long distances.
4. To enter the water feet first without submerging.
5. To be at home in the water fully clothed.

For the Gymnastic and Apparatus Activities students are expected to participate in running and marching (simple tactics), roadwork, steeple chase, obstacle racing, relays (man carrying, using six different carries), conditioning exercises, grass drills, and "Ranger Exercises." Rope climbing, work on the horizontal and parallel bars, and tumbling are also included in this category.

Under the heading "Combatives" such activities as hand-to-hand contests, boxing, wrestling, group games of low organization, rope skipping, hiking, individual sports (track and field), and camping are to be stressed.

For Games and Sports, basketball, field hockey, touch football, football, and six-man football, volleyball and soccer are mentioned among others as important games to be in-

corporated in the best type of Physical Fitness Program.

It would seem with gas rationing, inadequate rail and bus transportation, shortages of athletic equipment, and a shortage of teachers and coaches in physical education the above described Physical Fitness Program would be welcomed by school administrators as well as by the parents of the young men presently enrolled in the secondary schools of the nation. Of course it is not a perfect plan, but it is a good one. If it will do the job of preparing more of our young men better than they have been prepared heretofore, and many experts believe that it will, the plan should merit our support.

## Tumbling—A Sport for Girls

G. DARWIN PEAVY

*Instructor in Physical Education  
Salinas Junior College  
Salinas, California*

HERE is no sport equal to tumbling for all-around bodily development and genuine fun, the girl's gymnastic team of the Salinas Junior College has discovered. The class in tumbling and gymnastics, organized the fall semester of 1941, was offered for those who were unable to arrange schedules to include other physical education courses, or who were unable to get into already overcrowded classes of their choice.

Before the year was half over, the girls had

learned a variety of individual and doubles tricks as well as pyramid building, and were proficient enough for exhibition work. They have found themselves much in demand as a group as entertainers at school assemblies, clubs, and church gatherings. Dressed in neat white shorts and shirts, they give a performance that is both graceful and pleasing.

All the girls assert that they are in better health than they have ever been. Some minor physical defects, such as poor posture, round shoulders and hollow chests, have been corrected. In addition, they are delighted to find themselves with the much-desired streamlined figures, without the trouble of dieting. Tumbling is largely responsible, because all parts of the body and muscle groups have the opportunity of vigorous exercise.

Too, tumbling has developed friendships for these girls that will long endure. They have found a common interest that has fostered a spirit of cooperation and good fellowship. They have found other common tastes and hobbies as well. All are serious minded and have excellent scholastic standings.

Besides ground tumbling, the girls have begun preliminary work on such apparatus as the flying rings, parallel bars, and the trampoline, or bounding net. The close of last school year found them in buoyant health and with greatly increased bodily grace and coordination. They are now enjoying another year together and feel that they are building bodies and skills and friendships that will make them infinitely better equipped to meet demands of a changing world.



The Lift

The Turn  
A Tumbler Does Her Stunt

The Drop

# Magazine Sales as a Source of Revenue

**A** NNUALLY for the past eight years proceeds from a one-week magazine subscription campaign have been the source of funds for numerous student activities at Evanston Township High School. From a few hundred dollars the first year, gross sales have increased until this year they totaled over \$24,000. Profits approximating one-third of the gross sale are distributed among the home rooms, to special library uses, to the student budget, to an assemblies fund, to a special athletic fund, etc. As a result, numerous student projects have been made possible without direct contributions and assessments, projects not usually financed by tax revenues.

The plan offers to the community a well organized publications service through which any desired periodical can be purchased. Direct agency contacts have been established with all the leading publishers, and these contacts yield liberal commissions. Subscriptions to less popular magazines are cleared through established agencies in Chicago and New York. Clerical work is done by a secretary, with part of her salary paid from magazine proceeds. No representative of any publisher is involved in the campaign. It is strictly a school project.

The organization enlists the entire student personnel. There is a student manager with an assistant, a home room manager, and a range captain for each pair of ranges (including about twenty pupils). There is an advertising chairman, with an assistant in each home room. The total student organization includes more than three hundred, exclusive of student salesmen. One faculty person advises and helps in the organization. His work is essential, since considerable money is involved, and there is a permanence to the project, carrying from year to year.

Actual selling is done by pupils, consequently a high percentage of student participation is the goal. Selling is confined to the "Magazine Sales Week," usually the first full week in November. Promiscuous, house to house, canvassing is prohibited. Pupils are asked to confine their sales efforts to their families, their relatives, and near neighbors. Telephone solicitation is forbidden. Competition between individuals, groups, and home rooms, is encouraged. Individual awards may be earned on a point system. Prizes are offered in various groups.

Subscriptions and cash, or checks, are collected each morning. Room records are written, and the materials are then turned over to the activities treasury and are out of student hands. Responsibility for keeping records and accounts and for getting out orders and reports rests with the activities secretary, working under the direction of the school business office. All student work connected with the campaign is kept out of classes and is confined to home rooms and the daily 30 minute "opening period."

O. C. HOSTETLER

*Evanston Township High School  
Evanston, Illinois*

Pupil reaction to the project is excellent. It involves more pupils than any other one activity. There are no restrictions on participation; no election to office is required. Any one can sell. Competition reaches a high level, and the spirit of the entire school is lifted. Full recognition is given to those who do well. Annually, many pupils previously unnoticed gain attention through work in the magazine sales. There is fine opportunity for student leadership and recognition. The student body, recognizing these things and appreciating the advantages made possible by magazine profits, are enthusiastic in their approval of the plan.

Teachers, usually conservative and skeptical of the commercialism of such an idea as this, are generally favorable to the project. Efforts have been made to prevent interference with regular class work. No pupil is given special privileges because of his connection with the drive. Some teachers have capitalized on student interest and enthusiasm for the campaign and have used it skillfully in class exercises. All recognize that money earned in this one big effort makes unnecessary many small benefit projects. Thus, the faculty in general is relieved of the necessity for sponsoring money making efforts. It is recognized, too, as the best single means of revealing unsuspected and unrecognized student leadership yet evolved in the school.

Comment from the community has been almost universally favorable. Since the reading public regularly orders subscriptions with commissions totaling many thousands of dollars annually, parents and other citizens are happy to use the school subscription service and by so doing allow profits to aid worthwhile student activities. These profits would otherwise go directly to the publishing house or to solicitors who are usually strangers in the community. Many parents have commented favorably on the vocational phases of this enterprise, which has permitted young people to get their first selling experience.

In general, the school's experience with the magazine subscription campaign as a source of revenue for student activities has been so satisfactory that it has become a fixed item in the calendar. Efforts are made to give a first class service to all patrons, to prevent miscellaneous and objectionable house-to-house soliciting on the part of over enthusiastic students, and to enlist the cooperation of every student in the school. It has proved to be an excellent activity for a host of students and a most satisfactory means of raising a very considerable sum of money.

# A Social Function Integrates

THE notion is gradually disappearing that the educational vitamins indispensable for mental growth are given exclusively in the classroom while extra-curricular activities are merely incidental, a welcome but not too important release for surplus energies. Modern theories of education stress learning as an organic process in which the student-as-a-whole, not a departmentalized intellect, participates. What value any school activity will have depends not on whether it takes place within the sacred precincts of the classroom under the tutelage of a teacher and in connection with prescribed textbook assignments. Essentially it depends on the degree to which it calls forth the interest and initiative of the young, the degree to which it satisfies basic needs, the degree to which it develops higher aspirations and promotes creative projects under communal auspices.

Integration as a key term in educational terminology may have lost some of its prestige, but the fundamental idea underlying the philosophy of integration is still sound; it not only can but should be applied. We make the mistake of assuming that it can be applied only on occasions of state, with great pomp and ceremony. That it can be an integral part of the student's daily instructional fare, that it can be used regularly and fruitfully in the educative process, is seldom realized. In fact, integration, like other progressive theories in education, will come into its own when it is put into practice as a matter of course.

These theoretical reflections occurred to the writer as he observed and participated in an annual school function, the tenth South Side Night. The immediate and urgent purpose of this affair was to raise funds for the various school organizations and activities, for these funds were sadly depleted. But there were other related and perhaps, from an educational point of view, more vital purposes: to utilize maximally the educational facilities of the school and the creative talents and energies of the students; to bind school and community more closely together; to provide an audience and outlet for those with ability as singers or actors or gymnasts or salesmen who wished to take part; to publicize the achievements of the school; to provide one night each year when the alumni could return to their school and meet their former teachers and talk over old times.

The preparations were not attended with any ostentatious display or feverish excitement. A committee of teachers was formed to supervise and direct various parts of the entertainments and social program. It was their function to select potential talent during the period of try-outs. Under direction of the dramatics coach, students began strenuous rehearsals for the play they would produce. The orchestra as well as

CHARLES I. GLICKSBERG  
South Side High School  
Newark, New Jersey

the swing band conscientiously went through its repertoire.

After all the preparations had been made, the advertising campaign began in full force. Posters drawn by students in the art classes were put on display in the halls. These students also drew the design for the program, which was stenciled and mimeographed by other students in the Commercial Department.

In the assembly were shown slides made up of ingenious cartoons and advertising appeals. These, too, had been prepared by students in the art classes. Then an exciting scene from the play—a preview—was given to whet the interest of the audience. Spirited sales talks were given by student speakers. Postal cards bearing formal invitations were sent off to the numerous alumni of the school. In the actual sale of tickets, both teachers and students played an active part.

Mention should also be made of the work of the stage crew that set up the stage scenery which shop students had constructed and art students had painted; the stage crew experimented with lights and curtains, making all the necessary last-minute preparations.

Almost daily the members of the Glee Club practiced the songs they were to sing, the actors and dancers and gymnasts rehearsed with unmistakable zest, an almost professional seriousness. In addition, a group of usherettes, chosen for their spirit of cooperation, their intelligence, and their pulchritude, were instructed in their duties; they were to be supplied with flowers and official tags, and their task was to hand out programs and guide patrons to their seats.

This is but a meager, skeletal sketch of the planning, the hard work, and smooth collaboration that made this performance possible, the fine cooperation displayed by both the faculty and the student body, the earnestness and zeal of all those who played a part in the show, the vast educational benefits reaped from engaging in this project. It was an inspiring example of what students and teachers working harmoniously together can achieve when animated by a worthy purpose and striving to reach a common goal. Whereas the values accruing from formal classroom instruction are carefully measured and appraised, the advantages resulting from such "extra-curricular" activities are either ignored or calmly taken for granted. Suffice it to say, that the "house" was all sold out. Hundreds were turned away from the final performance, which was received with a great deal of enthusiasm and acclaim by a festive-minded audience. Perhaps a copy of the program will

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# Activity Guidance Through Class Meetings

**H**ERE are some generalizations for activity guidance:

1. An activity program depends for its success upon the interest and need of the student, the teacher, and the community.

2. Any activity program imposed on a school is doomed to failure because inherently it is not part of the development of the school or community.

3. Need of both student and community must exist and be felt, or they will not participate wholeheartedly in any activity, regardless of how well it is presented to them.

4. Teachers, too, must be convinced of the utility of an activity. They must participate in the fields wherein they can contribute most from interest and professional training.

5. In the progressive school, responsibility for an activity is not an individual one; it is a collective one. The students and teachers should view the activity as a social thing in which the experiences of all are interrelated for the benefit of the individual as well as for the benefit of the group.

6. Each activity should contribute to the accumulated total educational effect of the school upon the student and the community.

7. Though all activities are related in a common functional philosophy, each activity has its own character and motivation. The school should guide the character through individual teacher guidance as well as through group guidance.

8. Teacher guidance occurs each day. Group guidance occurs at regular class meetings. These are a result of cooperative planning which the faculty and students need in order to clarify their thinking and to establish goals which they wish to achieve. These cooperative teacher-student meetings should be spaced at intervals of not less than a week, nor more than a month. The group can, after a period of experimentation, determine for itself as to how frequently it should meet.

Frequent class meetings are needed to: (1) discuss individual class problems; (2) plan programs for group participation at assemblies or class meetings; (3) plan means by which student opinion can be gained; (4) acquire student participation in school projects; (5) hear committee reports on activity functions; (6) discuss administration problems in the school; (7) discuss educational points of view as projected by the faculty for student guidance; (8) discuss specific class problems in relation to the school; and (9) plan greater integration of community and school.

The class meeting may take the place of individual home room discussions, especially in those schools that do not have home rooms.

Class meetings should be conducted by the class officers, and the sponsors should act as

LAURENCE S. FLAUM  
*Superintendent of Schools*  
*Crawford, Nebraska*

guides and discussion leaders when needed. Each class should be responsible for an assembly program at stated intervals, perhaps each six weeks. These programs must be student planned and executed. Sponsors may act as critics and guides, but do not carry an executive load. Student committees are elected to see to the successful completion of the program. Class activities are suggested as the material to be used often for these programs.

The program planning committee reports to the class. Suggestions are discussed. Student vote decides the actual functioning of the committee plan and program. The responsibility is shared by the students of the class; the success or failure of their planning rests equally among them. Each one shares the blame as well as the praise and to a great extent minimizes the importance of individual members who might otherwise dominate class programs. In this manner all projects become class projects and all students feel the need to participate.

Through discussion the sponsors present their views—perhaps on a problem of individual or group attitudes towards citizen responsibility, or on a school principle of student action. Social discipline must be emphasized. This discipline is the result of understanding rather than domination. Sponsor and student views combine to create democracy in action.

Individual committees from other classes may make reports at class meetings on problems that have come up for discussion in their respective meetings. Thus each class is conscious of the activities of other classes. Through the exchanging of these reports, each adds to the activities of others.

Discussion of attitudes both social and ethical is especially suitable for activity class meetings. The meeting itself is a demonstration of democracy in action. It cannot fail to be an experience developer. The student becomes part of a group, yet does not lose his individuality. The individual may express himself, and the group may follow or not, as it decides. The group may not always be right, but neither is the individual always right. The power for effective action is great if it is group action. An individual can do little in the face of group opposition. Thus the student learns a great principle of democratic living.

From the administrative viewpoint, meetings of classes are excellent indicators as to student morale. From the student's point, the meetings indicate a mutual confidence between the faculty and the student body.

Each class has an opportunity through its

meetings to express its needs as an individual class, as well as an integral part of the school. Planning can be done in the light of these needs, regardless of what has been done in the past. Each class is an individual entity and needs to conform to tradition only in so far as it finds the tradition functional to its particular development.

Such meetings bring out the school's needs, the individual class needs, and the individual needs of individual students. Sponsors and students cooperatively mould from the schools needs, a curriculum which fits. Individually, or as classes, they create methods and policies for the needs of their groups. Students may always voice their individual opinions as to needs in shaping class policies.

The sponsor under these conditions is more than an activity check and balance. The sponsor aids as a guide towards new developments in activities.

A carefully kept index card file of the discussions can be made and used by the sponsor as an indicative chart as to the class group's social development, the contributions of individuals in it, and the activity of the contributions of the class as a whole.

Group education such as this creates a live and united student body which is conscious of its classes and also of the interests and philosophy of its school. The class meeting as an activity aid is an important school function when carried on democratically in schools that teach democracy by living it.

### Judge Your School Newspaper

(Continued from page 167)

ness as well as editorial duties is likewise essential. Efficient management involves careful supervision of promotion, advertising, circulation, and bookkeeping. Opportunities for initiative are numerous. For example, students may prepare merchandising calendars, conduct surveys of students' buying power, and develop complete sets of business forms.

Finally, no evaluation of a school newspaper is complete if it concerns only the newspaper itself. True, what it does for readers is exceedingly important. At the same time the producers as well as the consumers must be considered. Unquestionably the staff should be democratically organized and operated—in fact as well as in theory. Free of the censor's hand, the staff itself should perform all the editorial and business tasks involved in production.

Yes, every staff that is willing to be honest with itself can examine its record. Now is a good time to cast aside the conventional and traditional policies and practices which retard progress of the scholastic press. Critical self-examination is needed in scholastic journalism as in other educational activities. Boys and girls who learn to recognize faults and weaknesses, whether in themselves or their school activities, later may advantageously examine their records as adult citizens.

## One Friday, the Thirteenth

HAZEL L. SHELTON  
Flat River High School  
Flat River, Missouri

ON THE calendar of the wall of 8J Science classroom had been marked a circle around the date Friday, November 13. Forty boys and girls were anxiously waiting to prove or disprove that it was unlucky.

The class had undertaken a War Savings Stamp auction to be held for the entire junior high school. For two weeks they had been organized—the propaganda, contact and assembly line committees—an army for Uncle Sam. Bulletin boards, announcements, and newspapers had carried items urging all students to save pennies, nickels, dimes, quarters, and dollars to buy stamps at the auction. Merchants had been "contacted" and asked to donate prizes. Fifty merchants and many students had responded. Donations were filling all available space in the supply room. The assembly line had wrapped and sacked over one hundred grab bags to be sold for ten cents each.

These "soldiers" had recognized that any army must have leaders, and so they had discussed qualifications and finally selected two auctioneers, two clerks, several errand runners, and twenty-eight sellers who were to be in the audience. The sellers were to work in pairs and to keep a record of the pupil to whom an article was auctioned, the number of stamps purchased, and the amount of money collected.

The fateful Friday, the thirteenth, arrived. The errand runners and the auctioneers arranged all articles on tables on the stage. Clerks and sellers took their places. The students filled the auditorium. This was the hour they had looked forward to. An auction for them only—no adults to interfere.

A preliminary announcement by the auctioneer explained that grab bags would sell for ten cents, all other articles would be auctioned. For one and one-half hours those students bid—\$1.00, \$3.00, \$4.00, and even \$10.00, for which they received the amount in stamps and the article on which they were bidding. Bidding was wild; some articles worth \$ .25, with stamps, brought as much as \$5.00.

As each bid was completed excited whispers could be heard, "How much have we now?" Dismissal time came; those who wanted to leave did so, but many remained another half hour, until all articles were gone.

Then the final success or failure. Would the accounts balance? Thirty boys and girls settled in groups of two or three on the stage and began counting and adding. One hour later they were through, and the final count showed \$275.95 in war savings stamps sold.

Through misuse of the recreational activities Japan and Germany have transformed their youth into tools of destruction.—Dr. R. Schairer.

# Our Wartime Speech Activity

**D**URING the past six weeks we have been concerned with the course which we as teachers of speech should pursue under wartime conditions. We have quite naturally felt that speech training is a vital factor in our democratic civilization, that it should make its contribution in wartime as well as in peacetime and should play an important part in maintaining civilian morale. No one yet has had much chance to think or talk about the many and varied activities by means of which trained speech students may make a definite contribution to civilian morale, but I would like to outline briefly one of the first efforts we, in Rock Springs High School, have made in this direction.

The week of Washington's birthday was set aside last year as Brotherhood Week, and the principal objective of the school assembly program that week was to urge Americans to *stay* united as they are now—to keep the spirit of brotherhood alive—to make each one of our students feel that he is a small part of a great people in a great nation, all moving in the same direction, all united.

In addition to the national anthem the pledge of allegiance, individual talks on "Washington," "Brotherhood," and "Buying of War stamps," we elected to emphasize and summarize our program by the use of a choral speaking group.

Although choral speaking is relatively new in its modern conception, we selected it as a medium because it gives to the selections read a blending of tone quality, vividness of meaning, strength, beauty, and rhythm not found in individual work. It also has important educational values for those who participate. Since one is interpreting a selection in unison with others, one will not be afraid to interpret with abandon. People in groups dare to give increased expression to their feelings. Even the slow and retiring student will talk more loudly, cheer more loudly, and gesture more vigorously than when alone.

Further, it meets the growing reward of better speech habits among secondary school students, because each member of a choral speaking group must *know* and *practice* the mechanics of good speech. Finally, its materials when suitably chosen offer contact with those sources that keep the hearts of men high, the mind clear, the spirit free.

The following material, recommended in the January, 1942, issue of the N.E.A. Journal, was arranged by Ida J. Rosenfield for Brotherhood Week and issued by the National Conference of Christians and Jews. We used it as a basis for our interpretation. It is so arranged that as much and as great a variety of material may be added as the imaginative director would like.

S. M. BOUCHER

Principal, Rock Springs High School  
Rock Springs, Wyoming

## WHO ARE WE OF THE UNITED STATES? by

IDA J. ROSENFELD

**MEDIUM SOLO VOICE:** We have been asked to set aside the week of Washington's birthday as Brotherhood Week.

**HIGH SOLO VOICE:** Who are we of the United States who need to think of Brotherhood?

**LOW GROUP:** One-third of a million Indians.

**MIDDLE GROUP:** One-third of a million Orientals, Philipinos, and Mexicans.

**HIGH GROUP:** Sixty million Anglo-Saxons.

**LOW GROUP:** Ten million Irish.

**MIDDLE GROUP:** Thirteen million Negroes.

**HIGH GROUP:** Fifteen million Slavic people.

**MIDDLE GROUP:** Millions of Italians.

**HIGH GROUP:** French.

**LOW GROUP:** Scandinavians.

**MIDDLE GROUP:** Greeks and Armenians. . . .

**ALL:** Millions of us, every color, race and creed—we must all practice Brotherhood.

**HIGH SOLO:** What are our creeds?

**2 OR 3 VOICES FROM HIGH:** Episcopalian.

**2 OR 3 FROM MIDDLE:** Protestant.

**2 OR 3 FROM LOW:** Jew.

**HIGH GROUP:** Catholic.

**MIDDLE GROUP:** Quaker.

**LOW GROUP:** Mormon.

**HIGH GROUP:** Baptist.

**ALL:** Methodist and Seventh-Day Adventist.

**ALL:** These are our creeds.

**SOLO MIDDLE:** And what is meant by freedom of worship?

**SOLO VOICE:** Thomas Jefferson's Act to establish religious freedom in Virginia, 1783.

**ANOTHER SOLO VOICE:** "Be it enacted by the General Assembly that no man shall be compelled to suffer on account of religious opinions or beliefs. All men shall be free to maintain their right of opinion in matters of religion.

**SOLO VOICE:** The Declaration of Independence, 1776.

**ALL (slowly):** We hold these truths to be self-evident; that all men are created equal, that they are endowed by their creator with certain inalienable rights—that among these rights are:

**HIGH GROUP:** Life,

**MIDDLE GROUP:** Liberty,

**ALL:** And the pursuit of happiness.

**SOLO VOICE:** The Constitution of the United States:

**ANOTHER SOLO VOICE:** "Congress shall make no laws respecting an establishment of religion or prohibiting the free exercise thereof."

**SOLO VOICE (slowly):** At this moment in history when the natural rights of man and the spiritual values treasured by all religious groups

are denied in many parts of the world—American people reaffirm these rights and values.

HIGH SOLO: What does President Roosevelt say about Brotherhood?

SOLO VOICE (*slow and deliberate in the manner of President Roosevelt*): "In this critical hour in our own and the world's history, we, as Americans, need more than armaments and armies to make safe our democracy. We need a secure bond of understanding among all citizens, and even more, the practice of brotherhood and of willing cooperation among Americans of every creed and racial origin."

HIGH SOLO: What does the word Brotherhood mean to us?

HIGH GROUP: To us, the youth of America—Brotherhood means

MIDDLE GROUP: No matter what color our skin.

LOW GROUP: No matter what country we are from

MIDDLE GROUP: We plan together;

LOW GROUP: We build together,

ALL: For a strong, united America.

### The Goal of Social Service Clubs For Boys and Girls

(Continued from page 182)

This takes patience on the part of the club leader.

Possessiveness is a bad quality in a club leader. There is danger of too much dependence when the relationship continues too long. This may mean a crush, always difficult to avoid in dealing with youth. The club leader must be kindly and yet not sentimental about the boys and girls befriended.

Of course harsh judgment is out of place, too. No matter how much the inner being rebels, the club leader must have tolerance. For this, perspective generally is needed. Therefore club leaders from the neighborhood or with the same background as the children may not always be as satisfactory as others. Naturally no absolute rule can be made—too much depends on personality. But it is a well-known contention that the person who has overcome the obstacles of environment cannot understand why others are unable to do likewise. On the other hand, the club leader from more fortunate surroundings may take the attitude of a "lady bountiful" and make a pet of the child.

"Oh, isn't she cute," one may cry when a mistake in English is made or the child uses the wrong fork at the table. This is detrimental to the child, who should be taught what is correct. Perhaps the best way for a club leader to do this when there are others around is by example, not by precept. Tact is needed in correcting children. A simple remark may carry a long way.

To summarize then, the qualities of a club leader are most important. He or she is a model that the children are sure to copy. The influence of personality is great in the formative years. It is the leader that counts, rather than

the program. Today when all the world is faced with disaster on a scale more widespread than ever before, it is hard to envisage the future. Nevertheless youth must be given every opportunity. Social service through its clubs can give girls and boys the right guidance. This should be their goal rather than the occupation of the moment. Perhaps if this phase in group work could be emphasized more strongly, the men and women of the next generation would be equipped for a better existence than is possible at present.

### A Social Function Integrates

(Continued from page 186)

suggest better than any description the ambitious scope of this project and the detailed planning and hard-working rehearsals it required.

#### PROGRAM

1. The Star Spangled Banner
2. "American Patrol," The South Side Band  
*Meacham*
3. Demonstration on Mats and Parallel Bars
4. A Play, "Boy Meets Family"—Produced by arrangement with Dramatist Play Service
5. Spirituals
  1. Nobody Knows the Trouble I've Seen
  2. De Gospel Train
  3. Sometimes I Feel Like a Motherless Child
6. English Contra Dances
  1. Ribbon Dances
  2. Madge on a Cree
  3. Merry Merry Milkmaids
7. Russian Revelry  
Vank 'n' Tanka—Mixed Chorus
  1. Korobotchka
  2. Kozachok
  3. Taniec
- Dance Solo  
Mixed Chorus Solos
8. Bathing Scene from the Gay Nineties  
Safety Bicycle-Rider  
Bathing Beauties  
Life Guard
9. "The Bill of Rights"—Modern Dance Group
  - a. Freedom of Religion
  - b. Freedom of Speech and the Press
  - c. Freedom of Assembly
 (Original music by Mrs. Sherman, member of the faculty.)
10. Exhibition of Table Tennis
11. "All American"  
Tap Dance  
Boys' Glee Club  
Solo
12. The Modern Touch  
Players:  
Dancers

Dancing in the Gymnasium  
Music by South Side Service Band

Yesterday belonged to the worker; tomorrow belongs to the wise users of leisure. In leisure the civilized man makes the most of himself. And in the well-balanced life flourish the finest fruits of American individualism.—Walter Pitkin

# News Notes and Comments

Reports come in from various schools who are following some system of writing regularly to alumni in service.

The eighteenth annual celebration of Negro History Week takes place between the 7th and the 14th of February.

The Commission on Teacher Education, which is a project of the American Council on Education, was established early in 1938 to serve for five years from that time. It is a nationwide, cooperative enterprise in experimentation, demonstration, and evaluation in the areas of teacher preparation and growth in service.

The United States Navy will open a ground school for 600 air cadets on the Ohio Wesleyan University campus at Delaware, Ohio, January 7.

Congratulations to *Good Housekeeping* for performing a distinct public service by publishing Kathleen Bennett's article *No High School Sorority for My Daughter*.—*The School Executive*.

R. R. Maplesden, editor of *Scholastic Editor*, has gone into the United States armed service, and the office of that publication has been moved from Kansas City, Missouri, to Minneapolis, Minnesota.

The Civil Aeronautics Administration, in response to requests from high schools which have undertaken pre-flight aeronautics courses, will make available the Private Pilot Ground School written examination to qualified students of such courses who desire to take this examination. The examinations will be given three times each year: January, May-June, and September.

## Offers Trophies in Scrap Drive

Springfield (Missouri), High School photographed all their trophies as a means of preserving the honors, and offered the cups, plaques, statuettes, and medals in the campaign for scrap metal. As yet, they have had no offer for the collection.

"Americana," an original pageant portraying the birth, growth, and ideals of America, was recently presented by the Independence High School, Independence, Kansas. Schools desiring to consider this pageant for possible use may secure a copy by writing to Superintendent Willard J. Graff of the Independence City Schools.

The *National Duplicated Exchange* is published at Central Normal College, Danville, Indiana, under the auspices of the National Duplicated Paper Association.

## Essay Contest for High School Pupils

"Making America Strong" is the subject of an essay contest sponsored by the American Legion Auxiliary and open to junior and senior high school students, according to an announcement made by Mrs. Lowell C. Allen of Belleville, Illinois.

Essays entered in the contest must not be more than 500 words in length, and must be sent to the American Legion Auxiliary Americanism Chairmen in the state or other department in which the student lives.

## Going to Hold a Carnival?

*How to Plan and Carry Out a School Carnival*, by C. R. VanNice, supplies the plans and anticipates the problems of a school carnival. Price 50 cents. Order from School Activities, 1515 Lane Street, Topeka, Kansas.

## Fretwell Heads Boy Scouts

The Boy Scouts of America have honored the educational profession, as well as themselves, in the selection of Dr. Elbert K. Fretwell of Teachers College, Columbia University, for the position of Chief Scout Executive.—*The School Executive*.

## Federal Tax on Admissions

There has been much confusion regarding the Federal tax on admissions and a number of conflicting opinions and interpretations have been issued. A recent ruling received by the National Federation secretary direct from Washington, D. C., states that it is not necessary for students to pay 10 per cent on the price of an adult ticket when the students are admitted at a reduced rate. It is necessary to collect only 10 per cent of the amount paid by the students for their tickets.

In order that all angles of the tax situation might be covered definitely, Albert Willis, executive secretary of the Illinois High School Association, submitted a list of questions to the Federal department at Washington, D. C. Below is a list of the questions submitted by Mr. Willis and the official rulings given by Deputy Commissioner D. S. Bliss of the Internal Revenue Department at Washington. These rulings, of course, apply to all schools in the United States and to all state high school athletic associations.

In case any question arises, high school principals should call to the attention of the Federal tax officials the following rulings by Mr. Bliss.

### I. STUDENT SEASON TICKETS

A. Are students who purchase season tickets required to pay only on the price of the student ticket or must they pay the tax "at the gate" for each game attended?

B. If schools which are members of the same conference or league sell student season tickets which admit the buyers to games away from

home as well as at home, are the "visiting" students required to pay the admission tax "at the gate"?

**RULING:** The tax on a season ticket of admission is based on the established price of the season ticket, regardless of the established price of a single admission. The tax is to be collected on the amount paid for a season ticket of admission at the time such amount is paid.

Students of a school who have purchased a season ticket covering admission to certain games during the season and paid the tax thereon are not liable for additional tax when admitted to such games on the season ticket, whether the games are at their own school or elsewhere.

C. If a school sells a season ticket on the "installment" plan, the pupil being permitted to use the ticket for early season games even though it is not entirely paid for, on what basis should the admissions tax be collected?

**RULING:** In the case of student season tickets sold on the installment plan, the tax must be collected at the time the purchase price of the ticket is paid. When each installment is collected the school must collect the tax thereon.

D. If a student "activities" ticket is sold for \$3.00 and this ticket entitles the purchaser to attend athletic contests, plays and other activities to which admission is charged but also entitles him to receive the school paper, the school annual and to attend assembly programs not open to the public, on what basis should the admission tax be collected for this type of ticket?

**RULING:** If a student activity ticket sold for \$3.00 entitles the student to attend athletic contests, plays and other activities to which admission is charged and also covers a subscription to the school paper, the school annual and the right to attend assembly programs not open to the public, the charges may be separated into those covering admissions and the charge attributed to the other privileges and tax collected only on the charge made for admission.

## II. STUDENT ADMISSIONS

A. If a school has an "established" admission price for all students, whether home or visiting students, are "visiting" students required to pay only on the price "established" for students or must they pay on the adult admission?

**RULING:** Where a school has an "established" admission price for all students whether of that school or a visiting school, the visiting students from other schools 12 years of age or over, admitted at reduced rates, are liable for tax based on the regular established price of admission to the public for the same or similar accommodations. Students under 12 years of age admitted for less than 10 cents are not liable for tax, and if admitted at reduced rates where the charge is 10 cents or more, are liable for tax at the rate of 1 cent for each 10 cents or fraction thereof, of the amount paid for admission.

B. How much tax must be collected when the "established" admission prices to a high school event are as follows:

- (1) Adult admission price at the gate—50c.

- (2) Adult admission when purchased in advance of the date of the game—35c.
- (3) Student admission price at the gate—30c.
- (4) Student admission price when purchased in advance of the date of the game—20c.

**RULING:** It is held that the regular established price of admission to the event held at the high school is the price paid for the adult admission at the gate.

- (1) The regular adult admission price of 50 cents at the gate is subject to tax of 5c.
- (2) Where the admission price to adults is 35 cents when purchased in advance a tax of 5 cents applies, based on the regular established price of admission at the gate.
- (3) Students of the high school admitted at reduced rates of 30 cents to affairs held at their own school are liable for tax of 3 cents and students of other schools, 12 years of age or over, are liable for tax of 5 cents based on the regular established price of 50 cents to adults.
- (4) Where the admission price to students is 20 cents when purchased in advance a tax of 3 cents applies in the case of students of the school admitted to affairs held at their own school based on the regular rate of 30 cents for such students. Students of other schools are liable for tax of 5 cents based on the regular established price of 50 cents to adults.

## III. COMPLIMENTARY TICKETS

A. Must the tax be collected on complimentary tickets issued to the following persons?

- (1) Band members.

Members of a band admitted free for the purpose of playing at the game, rather than as spectators, are not liable for the tax imposed upon free admissions. This rule applies to the students of the participating schools and visiting schools.

- (2) Score keepers, timers and other officials in charge of the game or contest.
- (3) Ushers.
- (4) General helpers.
- (5) Newspaper reporters.

It is held that newspaper reporters, score keepers, timers and other officials in charge of the game or contests, and also ushers and general helpers holding complimentary tickets, who are admitted free to any place for the performance of special duties in connection with the event and which duties are the sole reason for their presence and free admission, are not liable for the tax imposed on free admissions.

- (6) Cheer leaders.

Cheer leaders and members of pep squads, admitted free (except to events conducted at the school at which they are students), are liable for tax based on the price of admission to other persons for the same or similar accommodations.

- (7) Visiting principals and coaches and their wives.

Visiting faculty members, coaches and their wives, admitted free as guests to school affairs, are liable for the tax when they are admitted based on the established price charged other

persons for the same or similar accommodations.

B. If several basketball teams are participating in a tournament and members of the teams which have been eliminated are admitted free to the remaining games, must the tax be collected on these admissions? If so, is the tax based on the adult admission or is it based on the student admission?

RULING: Members of basketball teams admitted free to a tournament for the purpose of taking part in the tournament are not liable for tax even though they do not play in all of the games.

C. If student complimentary tickets are taxable must the tax be paid on the student admission price or is it paid on the adult admission?

RULING: Students admitted on complimentary tickets to affairs at their own school are not liable for tax. Students 12 years of age and over, of other schools admitted on complimentary tickets are liable for tax based on the price of admission to the public for the same or similar accommodations.

#### IV. TOURNAMENTS

A. If a school conducts an invitational tournament and sells an adult season ticket for \$3.00 and a student season ticket which is available to both home and visiting students for \$1.50 are visiting students who purchase season tickets required to pay only on the student season ticket

or is the tax based on the adult season ticket admission?

B. Same as A above except that the tournament is sponsored by the State High School Association, (e.g. it is one of the district, regional or sectionals which precede the state final tournament). In this case are "home" students required to pay on the student ticket or must they pay on the adult admission?

RULING: Tax of 30 cents attaches to the season ticket of admission to the tournament sold to adults. If the same or similar season ticket is sold to students for \$1.50, students of visiting schools are liable for tax of 30 cents based on the established price to the public for the season ticket.

Students of the school at which the tournament is held are liable for tax of 15 cents on the amount paid for the season ticket. This ruling applies whether the tournament is conducted by the school where it is held or by the State High School Association.

#### V. MISCELLANEOUS

A. In case a high school does not have an enclosed field and a "collection" is taken by "passing the hat" is the school required to pay the tax on the money collected?

RULING: If all persons are admitted to the field free of charge and no definite amount is requested, but voluntary contributions are made by "passing the hat," such contributions do not constitute amounts paid for admissions to the field and are not subject to tax.

B. Same as A except that tags are sold but spectators who do not pay are still permitted to watch the game?

RULING: If all persons are admitted to the game free of charge and some of the spectators voluntarily purchase a tag, the amount paid for such tag does not constitute an amount paid for admission and is not subject to tax.

C. Same as A except that spectators who do not purchase tags are not permitted to watch the game?

RULING: If all persons admitted to the field are required to purchase tags to watch the game, the amount paid for the tag constitutes an amount paid for admission to the place and is subject to tax.—*Illinois Interscholastic.*

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# Something to Do

C. C. HARVEY, *Department Editor*

## CONDUCT A CAMPAIGN AGAINST ABSENCES AND TARDINESS

It is natural for pupils at times to find the rigid schedule of the school tiresome and monotonous. In some places pupils who become bored with the routine of school life make a practice of habitual tardiness or "skipping." If this condition exists in your school, get the student council to sponsor a campaign to impress pupils with the importance of making their time count.

By means of the bulletin board, talks in assemblies and homerooms, and publicity in the school newspaper, create pupil opinion in favor of punctuality in attendance. The campaign will be more effective if carried on by the pupils themselves and if it emphasizes that when a pupil is unnecessarily absent or tardy he is cheating himself and his family. The council might use the argument that in the present crisis we all have a great responsibility, part of which is to make the most of our time in preparing for what lies ahead.

In one school the council appealed to pupils to cut down absences and tardiness, and cited statistics to show how effectively the Nazis used time to achieve the conquest of Europe. A six-inch cardboard ruler distributed among pupils noted that "you and I lost in tardiness and absences during September 2,920 minutes." The ruler also contained these lines: "Poland was conquered in 37,440 minutes; France, after Germany broke through the Maginot line, in 44,644 minutes." The council reported that after this campaign, there was a decided improvement in attendance and a marked drop in the percentages of tardiness.

If the initiative in a campaign of this kind comes from pupils, it will prove a more effective device in achieving its objective than inflicting punishment on pupils who are absent or tardy without just cause.—*Edna Hushman, Student Senior Class, Rock River High School, Rock River, Wyoming.*

## LOOKING FOR SOMETHING TO DO? TRY ONE OR ALL OF THESE IDEAS

A survey of all the groups of the Anaconda, Montana, High School on "Something to Do" gave many novel ideas and suggestions. The purpose of the survey was to give the pupils something to do, and also to enlarge the extra-curricular activities of the school.

The survey turned out a great success. The best suggestions are as follows:

A rifle club for girls, a recreation hall, a welcoming committee for grads back on furlough from the armed forces, physical education programs for both pupils and faculty, a get acquainted hour, a school cafeteria, flying lessons sponsored by the government, a soft drink club

sponsored by the school (for those interested, write to Great Falls, Montana, or Springfield, Illinois), a welcoming committee for new pupils, golfing clubs, street and snake dances to improve school spirit, a fencing club, a date bureau and a committee to take care of it, indoor and outdoor swimming clubs, an afternoon off to collect scrap, a community center, a fisherman's club, co-ed military training, a reward for the most active club giving service to the school during the year, roller skating with a good floor (music and refreshments), introduction of new pupils at an assembly, a twenty-minute supervised study period in each class, a tennis club with instructors, baseball and softball teams, barn dances, sleigh rides, more dances, and a music appreciation course. Many other good suggestions were given, but these are the best.—*JAMES E. GARDNER, Adviser, Copper Glow, Anaconda High School, Anaconda, Montana.*

## GIVE ATTENTION TO YOUTH PROBLEMS IN PROGRAMS OF ACTIVITY GROUPS

A Committee on Youth Problems has been appointed by the American Council on Education to implement the work of the American Youth Commission which has completed its studies and published the final report. This Committee is serving also as a clearing house for information on community youth projects.

As a medium of communication with agencies and individuals working with youth, the Committee has started a "Bulletin" which contains descriptions of community youth projects and other information. It is free on request to agencies and individuals concerned with problems of youth. Activity groups in high schools will find it a valuable source of information for suggestions of things which can be done. It will supply many ideas for organizations that are emphasizing community participation and service, as well as groups which are giving attention to youth problems in their programs and discussions. The Committee is anxious to obtain information concerning active community youth projects. A significant activity for some school club such as the Hi-Y would be to make a survey of such projects which exist in the community and report them to the Committee for mention in the "Bulletin." For further information, write to Donald J. Shank, Executive Secretary, Committee on Youth Problems, American Council on Education, 744 Jackson Place, Washington, D. C.

## MAKE PLANS NOW FOR GRADUATION PROGRAM OF THE ACTIVITY TYPE

Now is the time to begin plans for the annual graduation program of the activity type. Each year more and more high schools are abandoning the traditional program and adopting the new

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type which is based on pupil participation.

The success of this kind of program depends upon careful planning and preparation. The first step is to secure a copy of the "Vitalized Commencement Manual," which describes hundreds of the most successful programs of last year. The Manual also suggests appropriate themes around which to build the program and gives directions for making it a success. Published by the National Education Association, 1201 Sixteenth St. N. W., Washington, D. C., the Manual contains a wealth of information and ideas which will be found useful to those in charge of planning graduation programs. If the activity type of program is being tried for the first time, it would be well to get a copy of the Manual and study it rather carefully before beginning work on the program.

After a theme has been selected and decisions made in regard to the nature of the program, the next step is for pupils to gather material for their speeches, discussions, and other activities. The program should be based on the work of the school; it should reflect the training pupils are receiving, and should be a means of giving expression to the ideals which the school is attempting to inculcate in pupils. It should give the community an insight into, and a greater appreciation of, the work of the school and what the school stands for. This year many schools will feature themes related to patriotism and American ideals in their programs.

#### ENCOURAGE PUPILS TO SHOW PATRIOTISM BY HELPING CONSERVE CLASSROOM MATERIALS

Now that all possible hands are needed for the war effort, it is time to make some attempt to release the school custodian from some of his minor and unnecessary duties. The pupils might well undertake to keep the classrooms, library, auditorium, and corridors free from paper. By providing enough waste baskets, and sponsoring a campaign for neat rooms, pupils can be trained to put papers where they belong. A

committee of the student body can be appointed to empty the papers into bags which will be delivered to the proper place where this waste can be of help in the war effort. This is both a sanitary and a patriotic activity.

Another activity which is designed to save the time of the custodian of the building, and release him for more important duties in the school and in the community, relates to the blackboards. In order to save time and to conserve chalk, a committee of pupils may take charge of that part of the school plant. Pupils have a tendency to waste chalk and sometimes to use the chalk provided by the school in marking up sidewalks and fences. If pupils are made responsible for the care and use of the chalk and for the state of the blackboards, they will realize the part this visual aid plays in the teaching procedure and will use the chalk for the purpose for which it is intended. "Conserve" and "cooperate" have taken on a new meaning in our vocabularies during the last year, and the school is the place where we should learn not only how to conserve and cooperate, but should put conservation and cooperation into practice.—HANNAH LOGASA, 901 S. 15th St., Lincoln, Nebraska.

#### FIND PROJECTS FOR ACTIVITY GROUPS IN "HOW TO READ A NEWSPAPER"

*How to Read a Newspaper* is a book written by Edgar Dale and published by Scott, Foresman and Company. It contains thirteen chapters, each of which is accompanied by a number of projects and activities. Many of these projects would be suitable for various kinds of high school activity groups. The following suggestions for projects, taken at random from the chapters, are reprinted here with the consent of the author and publisher:

Begin a scrapbook dealing with the newspaper. Plan this to illustrate one idea or a group of ideas. Here are some suggestions: (1) unusual news photographs; (2) collection of headlines clipped day by day from the papers on a continuing news event; (3) typographical errors; (4) excellent movie reviews; (5) faulty headlines.

Make a study of the way high school pupils read a newspaper. Do they read it from front page to the last page, or does everyone have a system of his own? What parts of the newspaper are read first? What part is often read last?

Plan a visit to a local newspaper or printing plant. Work out ahead of time the questions you wish to ask. Report to the club the new things that you found out.

Arrange for a club bulletin board. Post clippings of interest to classes in English, History, Civics, Vocational Guidance, Science, Art, and to the various clubs.

Arrange for an interview with the editor of your school paper, or for a panel discussion on the questions, "The aims of the school newspaper," or "The educational role of the newspaper."

Make a study of newspaper advertisement ap-

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peal. Explain how advertising takes into consideration the day of the week, holidays, special events such as club conventions, political meetings, etc. Find examples of advertising to stimulate discussion of the different types of appeal. What do you think of the address newspaper?

Work out plans for a weekly news program for your school. See if it is possible to arrange to give this over the school's public address system.

Plan a forum discussion on the topics, "Is our press free?" "Censorship of news in wartime," "How can we cooperate with the newspaper in improving our community?"

Make a study of the extent to which radio newscasts are listened to by pupils in your school.

### CREATE INTEREST IN ACTIVITIES THROUGH PRINTING PROJECTS

Over three thousand departments of printing exist in American junior and senior high schools. In addition to a school press, used as a laboratory for teaching printing through practice, most of the schools have clubs which carry on interesting projects and activities.

Enlist the cooperation of the printing department and its honor club to stimulate interest in various school activities. Get the club to design and print programs for school events, posters and notices for the bulletin board, school calendars, book markers, and other things which create pride in the school and its activities. Let the printing club give an assembly program based on the historical, literary, artistic, and cultural aspects of printing, the printing press as an aid to educational and scientific progress and preserver of civilization.

The printing clubs of American secondary schools have their own national organization, which encourages and develops a number of projects each year. Samples of projects are exchanged among member clubs each month, and recognition is given to clubs that develop outstanding, original, and artistic projects. Printing Education Week is observed each year during the week which includes Franklin's birthday. Write to the director of these clubs and secure information about the organization and a copy of their publication telling about their different national groups and projects.—H. H. KIRK, Director, National Association for Printing Education, Student Honor Division, 4825 Third St., N. W., Washington, D. C.

### DISCUSS GEOGRAPHY OF AIR AGE AS HIGH SCHOOL CLUB ACTIVITY

Projects dealing with the new, aviation-created geography are timely and appropriate activities for certain clubs, especially those composed of boys who may enter the armed services. Such projects are suggested for clubs in the program of the High School Victory Corps.

Study the maps and the relationship of the

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**1943**

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different parts of the globe to one another, the changes in warfare due to the airplane, and the social significance of the airplane. This can be made a fascinating game. According to aviation geography, here are a few of the startling facts:

Conditions of flying are best over the North Pole, which forms the center of the new map.

From the point of view of warfare, Alaska is the most important spot on the globe.

Minneapolis is 300 miles nearer to Tokyo than San Diego, California.

Moscow is 600 miles nearer New York than Seattle.

Brazil is closer to Spain than it is to New York.

Madison, Wisconsin, is closer to the most distant capital of Europe than to any of the large South American cities.

What will be the social significance of this new geography? How will it change the relationships of the different parts of the earth? How will it influence the outcome of the war? There are many aspects of the new geography which offer suggestions for challenging and fascinating discussions and activities.—H. E. GOODWIN, Principal, Junior High School, Fairbury, Nebraska.

#### PROMOTE A SERIES OF PROGRAMS BASED ON RADIO TRANSCRIPTIONS

Some school clubs might find it of interest to promote a series of programs based on, or built around, the radio transcriptions now available. The Educational Radio Script and Transcription Exchange, United States Office of Education, Washington, D. C., publishes a catalogue of transcriptions available for school use.

This catalogue is entitled "Radio Transcription for Victory." The only special equipment required is an arrangement whereby sixteen-inch records can be played. The radio club or physics department could see to it that equipment is available at very little expense. Many of the transcriptions listed in the catalogue are free to schools and are accompanied by very helpful

discussion materials. Panels, forums, or just listening programs could be arranged easily with the material they furnish.—LAWRENCE RIGGS, Associate in Education, The Johns Hopkins University, Baltimore, Maryland.

#### URGE ALL TEACHERS AND PUPILS TO SECURE BIRTH CERTIFICATES

If you should need to establish positively that you are an American citizen, could you, beyond the shadow of legal doubt? Present events make it essential that every person young and old have a birth certificate.

Federal officials have declared that more than 60,000,000 persons born in this country have no documentary proof of American citizenship. Teachers can set a good example by securing their own birth certificates and urging their pupils and the parents of their pupils to do likewise.

A campaign to get each pupil in the school to get a birth certificate would be an important citizenship training activity and a service to pupils. Why not devote an assembly program to the topic of birth certificates? Use this program as a means of explaining to pupils the importance of having a certificate of birth, how to go about securing one, etc. Then urge each pupil to secure his or her certificate, and to supply the school with a copy for filing with the school records. School officials are called upon frequently to furnish information about pupils and need this certificate to complete their records.—EARL K. HILLBRAND, Dean of Evening Session, University of Wichita, Wichita, Kansas.

#### MAKE THE HIGH SCHOOL THE CENTER OF COMMUNITY LIFE AND ACTIVITIES

The ideal of the school as a community center has been a topic of much thought and discussion, but in too many instances, painfully little action. With nation-wide tire and gasoline rationing it seems that now, if ever, is the great opportunity of the small town to make its high school the focal point of community life.

In the past the rural hamlet has looked to the larger neighboring town for its commercialized entertainment and recreation. That which has been supplied locally has been largely self-devised and oftentimes of questionable character. For those who must stay at home, the community school can provide social gatherings, old fashioned spelling bees, small dances and parties, skating, and countless other forms of recreation. In this undertaking, the extra-curricular organization of the school can take the lead, throwing many of their regular programs open to the public and devising others in which the public may participate. Not only will the pupils derive motivation from the community contacts, but the public will come to know better the work of the school and to put a new value upon its extra-curricular program.—E. H. FIXLEY, Professor of Education, University of New Mexico, Albuquerque.

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### PROVIDE SOCIAL EXPERIENCE FOR PUPILS THROUGH INFORMAL FIRESIDE PARTIES

Working on the theory that pupils need social experiences that small group activities provide, we have organized a series of fireside parties. Our first and second year pupils are assigned to counselors in groups which vary in size from fifteen to twenty in number. As most contacts between counselor and pupils are on an academic basis, we have felt the need for a closer social understanding.

After some discussion as to plans, it was thought wise for each counselor once or twice in a year to invite his or her group into the home for an informal fireside party. These meetings are devoted to social activities, simple games, and informal conversation, and sometimes refreshments are served. This plan has been developed in order to enable members of the group to become better acquainted and to see the human side of the counselor's life. The fireside parties give opportunity for timid pupils to participate in a simple form of social life and to acquire poise in associating with others.

These parties lend emphasis to the development of personality traits which are not fostered to a large extent in classroom activities. They make pupils realize that instructors are definitely interested in their welfare, and they begin to see the value of contacts with their instructors. Another value of these fireside parties is the

contribution to the cultural growth of pupils. We feel that the fireside parties have a definite place in our extra-class program for cultivating those personal and social qualities which are essential to teachers.—M. E. HAWK, Personnel Director, State Teachers College, Mankato, Minnesota.

### FORM AN ORGANIZATION OF PUPILS TO DISCUSS TOPICS RELATED TO WAR

There are many issues related to the present war which deserve intelligent discussion in every American community. To make our war efforts a success, we must see to it that all the people of our communities are well informed in regard to the implications of the many changes in their lives which are occurring as a result of the war.

It is suggested that groups of high school pupils be organized under the joint sponsorship of the social studies, English, and public speaking departments to stimulate discussion of topics related to the war. Topics such as the problem of manpower, inflation, good neighbor policy, and a world federation of nations should be studied by high school students. There is an abundance of suitable material available to schools on such topics from agencies of the Federal Government and organizations such as the Carnegie Endowment for International Peace. After a thorough study of current issues and problems, pupils could conduct public discussions before civic, patriotic, and other community groups. These

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activities provide, if properly conducted, rich learning experiences for pupils and also serve as effective means of establishing civilian morale in the community.—H. H. MILLS, University of Colorado, Boulder.

### ENCOURAGE PUPILS TO WRITE CHEERFUL LETTERS TO FRIENDS IN THE ARMED FORCES

Officers in our armed forces say that mail is vitally important to the morale of boys and men in the services, and that letters from home and friends can make or break their morale. Almost every day appeals are made by the Auxilliary Service for letters to members of our armed forces from friends—letters that are cheerful, happy, and reassuring.

It is difficult to write such letters, especially to one who is missed badly. Pupils in high school should be able to write letters which are full of views on the brighter side of life. Their minds are trained along that line when they are with others of their own care free age.

As a club project, conduct a campaign to get pupils to write regularly to their friends in the armed forces, and to make pupils conscious of the kind of letters which will help keep up the morale of these boys and men. Make a list of the former pupils now in the armed forces and encourage each present pupil to correspond with at least one of them. This activity should cause adults in the community to write to friends in the services oftener and to make their letters cheerful rather than depressing. Such a project would give pupils excellent practice in letter writing.

The importance of letters to these men and boys is emphasized by the fact that the Government is doing everything possible to overcome the difficulties of getting the mail to its destination. In this connection it has developed the Victory or "V" mail service and the Expeditionary Force Message.

### SOMETHING TO DO IDEAS IN BRIEF

Mimeograph or print an alphabetical list of all pupils in the school, thereby making it possible to indicate any group of pupils by checking names instead of writing them. Such a list has many uses and will save much time.

Write notes to parents about individual pupils who have taken a voluntary part in school activities, or who have rendered some outstanding service to the school.

Number players for games instead of choosing up. This device is particularly helpful during the first few weeks after the opening of school, when pupils are getting acquainted. Choosing up tends to throw persons with their close friends and acquaintances, defeating the purpose of most games.

Make a study of the agencies in your community which might be used for the improvement of education, recreation, transportation, communication, health, etc. Construct charts

showing the needs of the community, recent improvements, and other such items.

Make a survey of the natural resources which exist in your locality. Let the study include ways resources are wasted, and suggestions for conservation measures.

Award a medal annually to the pupil who is most outstanding in extra-curricular activities.

Make a collection of the folk tales, folk songs, and folk superstitions which exist in your community or section of the state.

Sponsor a "know your community" or a "know your school campaign or program.

Write letters or cards to pupils who have been absent from school for several days on account of illness.

Start a "Community Booking Agency" to furnish pupils for various programs in the community. Make a list of pupils who have talent in music, public speaking, entertainments of various kinds, etc., and arrange for these pupils to appear on community programs.

## New Helps

● **FINDING YOUR WAY IN LIFE**, edited by Sidney A. Weston. Published by Association Press, 1942. 134 pages.

Here is a compilation of views of well-known leaders in American life. The contributors are: T. Otto Nall, managing editor of *The Christian Advocate*; Eleanor Roosevelt, of the White House; Goodwin Watson, professor of Education at Columbia University; Dorothy Canfield Fisher, famous author and critic; Susan Lee, on the board of the National Recreation Association; Margaret Slattery, speaker and writer; Emily Post, newspaper columnist; Lyle Spencer and Robert K. Burns, research experts; Harry D. Kitson, editor of *Occupations*; Glenn Gardiner, author of "How You Can Get a Job"; Sidney A. Weston, editor of *The Pilgrim Press*; and Ordway Tead, author and educator.

● **JUNIOR AIR RAID WARDENS**, by Jack Bechdolt. Published by J. B. Lippincott Company, 1942. 175 pages.

This is the story of two American boys living in a small coastal town, who became Junior Air Raid Wardens. By means of their exciting experiences, the reader is given a view of the opportunity for service now awaiting boys on the home front, also instructions on how all American citizens can work together for protection against air attacks. The book is illustrated by Richard Floethe.

● **FIGURE SKATING AS A HOBBY**, by Diane Cummings. Published by Harper & Brothers, 1938. 132 pages.

Skating is an unusual sport in that a person can undertake it alone. This book will serve as an instructor to the person who would develop the art of plain and figure skating at his own convenience. By clear instructions, helped by illustrations, this author has given physical edu-

cation a valuable contribution to this one phase of its activities.

● **TECHNIQUES OF SCULPTURE**, by Ruth Green Harris and Girolamo Piccoli. Published by Harper and Brothers, 1942. 88 pages.

Here a seasoned art critic and a widely experienced teacher of sculpture have combined their talents to provide a clear exposition of sculpturing essentials. Art clubs will find this book both informational and inspirational, a guide in discussion and practice.

● **ZONE DEFENSE AND ATTACK**, by Clair Bee. Published by A. S. Barnes and Company, 1942. 117 pages.

This volume of the Barnes Sports Library is devoted to the basic zone defenses in basketball and to their variations. Methods of application, strength, weaknesses, and player requirements are among the basic subjects covered. The book is profusely illustrated, and both coaches and players will find it helpful throughout the basketball season.

● **EVERYCHILD—an American Ideal**, by George William Gerwig. Published by the Henry C. Frick Educational Commission, 1942. 104 pages.

This is Volume 4, Number 2, of the School Betterment Series. It sets forth a philosophy directed at the task of conditioning the child for contribution to, and appreciation of, the better things of life. Teachers and other leaders of boys and girls will find here new challenges to their thinking.

## Comedy Cues

### PUBLIC UTILITIES

ETHEL (aged six, combing hair): "Mama, what makes my hair crack when I comb it?"

MAMA: "Why, dear, you have electricity in your hair."

ETHEL: "Aren't we a funny family? I've got electricity in my hair and Grandma has gas on her stomach."—*Becker County Beacon*.



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There once was a fisher named Fisher  
Who fished from the edge of a fissure  
But a fish with a grin  
Pulled the fisherman in,  
Now they're fishing the fissure for Fisher.  
—Oklahoma Teacher

### SAME THING

Said the German to the Swiss: "How come you have an Admiral? You have no coastline, no navy, no empire."

The Swiss replied: "Well, you in Germany have a Minister of Justice, don't you?"—*Balance Sheet*.

### NO GOAT-GETTERS

The president of the school board banged his fist on the table. He had just heard the superintendent's report on retardation.

"This is terrible," he roared. "In my business we demand and get perfection. We should expect nothing less in the schools."

"What is your business?" meekly inquired the superintendent.

"I manufacture kid gloves—and we get perfection."

"Yes," replied the superintendent, "but in your business you can pick the kids."

The meeting adjourned.

### WITHOUT ORNAMENTS

Now Eddie studied forestry—

A forester was he;

He traveled home for Christmas,

And was asked to trim a tree.

Instead of hanging ornaments

Upon each bending bough

He took a hatchet and a saw

And trimmed that tree—and how!

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